











# UNDERGRADUATE CATALOGUE 1997-98



# MEREDITH

C O L L E G E



# MEREDITH COLLEGE UNDERGRADUATE CATALOGUE

*Volume 21*

1997 - 1998

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# CONTENTS

<b>President's Message .....</b>	<b>7</b>	Terms of Payment.....	26
<b>Meredith College: Purpose and Overview .....</b>	<b>9</b>	<i>Payment Schedule.....</i>	26
Accreditation.....	9	<i>Deferred Payment Plan.....</i>	26
Nondiscriminatory Policy .....	9	<i>N.C. Legislative Tuition Grants.....</i>	26
Purpose .....	9	<i>Withdrawals/Leaves of Absence .....</i>	27
Operational Goals .....	10	<i>Contractual Agreement.....</i>	27
A Christian College.....	10	Financial Assistance.....	27
A College for Women .....	10	<i>Principles and Procedures.....</i>	27
Student Life .....	10	<i>Types of Assistance.....</i>	29
Faculty .....	11	<b>Student Life .....</b>	<b>39</b>
Curriculum .....	11	Student Orientation .....	39
Honors Program .....	11	Cultural and Social Activities .....	39
Individualized Study .....	11	Student Honors .....	40
Continuing Education .....	12	Student Responsibility .....	40
Graduate Programs .....	12	<i>Honor System.....</i>	40
Career Direction .....	12	Student Government Association .....	40
<i>Pre-professional Studies.....</i>	12	<i>Student Regulations.....</i>	41
<i>Teacher Education .....</i>	12	<i>Student Life Committee.....</i>	41
<i>Teaching Fellows Program.....</i>	13	Student Organizations.....	41
<i>Medical Technology and Physician Assistant .....</i>	13	<i>Societies .....</i>	41
<i>Nursing Transfer Curriculum for RNs.....</i>	13	Religious Life .....	41
<i>Dietetic Internship .....</i>	13	Recreation .....	42
<i>Professional Communications.....</i>	13	Intercollegiate Athletics .....	42
<i>Criminal Justice Studies.....</i>	13	Residence .....	42
<b>Admission .....</b>	<b>15</b>	<i>Commuter Student Life.....</i>	43
Freshman Admission.....	15	Computer Services .....	43
Transfer Admission .....	18	Health Care .....	43
International Students.....	20	Counseling.....	43
Undergraduate Degree Programs for Women		<i>Career Planning.....</i>	43
Age 23+ .....	20	<i>Academic Advising.....</i>	43
Leave of Absence.....	20	<i>Personal Counseling.....</i>	44
Re-Admission of Former Students.....	21	<i>Counseling Center.....</i>	44
Part-Time Students .....	21	<i>Freshman Discovery Series, First-Year</i>	
Special Options for Non-Degree Students.....	21	<i>Experience Class.....</i>	44
Condition of Admission.....	22	<b>Academics: Programs and Regulations .....</b>	<b>47</b>
Orientation-Registration .....	22	Choice of Catalogue.....	47
Summer Session .....	23	Degree Programs.....	47
<b>Finances .....</b>	<b>25</b>	<i>Requirements for All Degrees.....</i>	47
Tuition and Fees .....	25	<i>Requirements for Bachelor of Arts and Bachelor</i>	
<i>Full-Time Students .....</i>	25	<i>of Science Degrees.....</i>	47
<i>Part-Time Students.....</i>	25	<i>Minors.....</i>	47
<i>Additional Course Fees .....</i>	25	<i>Requirements for the Bachelor of</i>	
<i>Resident Damage Deposit.....</i>	26	<i>Music Degree.....</i>	49
<i>Special Fees.....</i>	26	<i>Requirements for a Second Degree, Major or</i>	
		<i>Minor.....</i>	49

## CONTENTS

The Honors Program .....	49	Standard Grading .....	59
<i>The Honors Curriculum</i> .....	50	Quality Point Ratio .....	59
Career Direction .....	51	Pass/Fail Policies .....	59
Pre-Professional Preparation .....	51	Academic Recognition .....	60
Medical Technology Program .....	51	Classification .....	60
Nursing Transfer Curriculum .....	51	Dean's List .....	60
Physician Assistant Program .....	51	Graduation with Distinction .....	60
Professional Communications .....	51	Records .....	60
Criminal Justice Studies .....	52	Registration .....	60
Teacher Education .....	52	Transcripts .....	61
Teaching Fellows Program .....	52	Satisfactory Progress, Retention, and	
Convocation .....	52	Suspension .....	61
Continuing Education .....	52	Official Withdrawal .....	61
Undergraduate Degree Programs for Women		<b>List of Degrees and Majors .....</b>	<b>62</b>
Age 23+ .....	52	<b>Courses of Study .....</b>	<b>63</b>
Community Programs .....	53	Special Studies .....	63
Certificate Programs .....	53	Interdisciplinary Studies .....	63
Individualized Options .....	53	Cross-Cultural Skills Minor .....	64
Special Studies .....	53	Capstone Studies .....	64
Cooperative Education .....	54	Center for Women in the Arts .....	65
Cooperating Raleigh Colleges .....	54	Women's Studies .....	66
ROTC Opportunities Through Cooperating		Career Studies .....	66
Raleigh Colleges .....	54	Art .....	66
International Studies .....	54	Studio Art .....	67
Individual Participation in Programs of		Graphic Design .....	67
Other Institutions .....	55	Art History .....	67
Correspondence Credit .....	55	Art Education .....	68
Visitation Credit .....	56	Curriculum .....	68
Summer Study .....	56	Biology and Health Sciences .....	72
Academic Planning and Advising .....	56	B.A. in Biology .....	72
Academic Advisers .....	56	B.S. in Biology .....	72
Course Load .....	56	B.S. in Biology, Concentration in	
The Freshman and Sophomore Years .....	56	Environmental Science .....	72
The Junior and Senior Years .....	57	B.S. in Medical Technology .....	72
Graduation .....	57	B.S. in Health Science .....	73
Graduate Examinations .....	57	Curriculum .....	73
Changes in Class Schedule .....	57	Business and Economics .....	76
Repetition of Courses .....	57	B.S., Major in Accounting .....	76
Class Attendance .....	57	B.S., Major in Business Administration .....	76
Credit Regulations .....	57	B.S., Major in International Business .....	76
Advanced Placement Credit .....	57	B.A., Major in Economics .....	78
Auditing Courses .....	57	Master of Business Administration .....	78
Residence Credit Requirements .....	58	Licensure .....	78
Transfer Credit .....	58	Curriculum .....	78
Credits from Technical, Business, Bible, and		Chemistry and Physical Science .....	82
Nursing Schools .....	58	Major .....	83
Credit for Extra-Institutional Instruction .....	58	Curriculum .....	83
Old Credit .....	59	Education .....	85
Credit in Music .....	59	Programs Offered .....	85
Credit in Physical Education and Dance .....	59	Education Programs .....	85
Grading System .....	59		

<i>Licenses and Endorsements</i> .....	87
<i>Elementary Teacher Education (Grades K-6)</i>	
<i>Program</i> .....	87
<i>Middle Grades Teacher Education</i>	
<i>(Grades 6-9) Program</i> .....	88
<i>Secondary Teacher Education (Grades 9-12)</i>	
<i>Programs</i> .....	90
<i>Occupational Teacher Education Programs</i> .....	92
<i>School Social Worker Programs</i> .....	93
<i>Special Subject Area Teacher Education</i>	
<i>(Grades K-12) Programs</i> .....	94
<i>Curriculum</i> .....	98
<i>English</i> .....	100
<i>Major in English</i> .....	100
<i>Minor in Professional Communications</i> .....	100
<i>Prerequisites</i> .....	100
<i>Curriculum</i> .....	100
<i>Foreign Languages</i> .....	103
<i>Majors in French and Spanish</i> .....	103
<i>Advanced Study</i> .....	103
<i>Advanced Placement</i> .....	103
<i>Curriculum</i> .....	103
<i>Health, Physical Education, and Dance</i> .....	108
<i>Major in Dance</i> .....	109
<i>Teaching Licensure in Dance</i> .....	109
<i>Major in Exercise and Sports Science</i> .....	110
<i>Curriculum</i> .....	111
<i>History and Politics</i> .....	118
<i>Special Career Directions</i> .....	118
<i>Advanced Placement</i> .....	118
<i>Major in History</i> .....	118
<i>Major in Public History</i> .....	118
<i>Major in American Civilization</i> .....	118
<i>Major in International Studies</i> .....	118
<i>Minor in History</i> .....	118
<i>Concentration in Criminal Justice Studies</i> .....	118
<i>Curriculum</i> .....	119
<i>Politics Courses:</i>	
<i>Major in Political Studies</i> .....	120
<i>Minor in Political Studies</i> .....	120
<i>Curriculum</i> .....	121
<i>Legal Assistant Courses</i> .....	122
<i>Human Environmental Sciences</i> .....	122
<i>Major in Child Development</i> .....	123
<i>Major in Clothing and Fashion Merchandising</i> .....	123
<i>Major in Foods and Nutrition</i> .....	123
<i>Major in Interior Design</i> .....	123
<i>Major in Family and Consumer Sciences</i> .....	124
<i>Curriculum</i> .....	124
<i>Mathematics and Computer Science</i> .....	129
<i>B.A. in Mathematics</i> .....	130

<i>B.S. in Mathematics</i> .....	131
<i>B.S. in Computer Information Systems</i> .....	130
<i>B.S. in Computer Science</i> .....	130
<i>Licensure Requirements</i> .....	131
<i>Credit Testing in Mathematics</i> .....	131
<i>Curriculum</i> .....	131
<i>Music, Speech and Theatre</i> .....	137
<i>Areas of Concentration</i> .....	137
<i>Audition and Interview</i> .....	137
<i>Majors</i> .....	138
<i>Bachelor of Arts</i> .....	138
<i>Bachelor of Music</i> .....	138
<i>Master of Music</i> .....	140
<i>Curriculum</i> .....	142
<i>Speech Communication and Theatre</i> .....	149
<i>Bachelor of Arts</i> .....	150
<i>Curriculum</i> .....	150
<i>Psychology</i> .....	154
<i>Major in Psychology</i> .....	154
<i>Curriculum</i> .....	154
<i>Religion and Philosophy</i> .....	157
<i>General Education Requirements</i> .....	157
<i>Major in Religion</i> .....	157
<i>Curriculum</i> .....	157
<i>Sociology and Social Work</i> .....	159
<i>Major in Sociology</i> .....	159
<i>Major in Social Work</i> .....	160
<i>Concentration in Criminal Justice Studies</i> .....	160
<i>Minor in Women's Studies</i> .....	160
<i>Curriculum</i> .....	160

## **Meredith College, A Profile, 1997-98.....165**

<b>College Directory</b> .....	167
The Corporation.....	167
Board of Trustees.....	167
Board of Associates.....	168
Alumnae Association.....	170
Faculty.....	171
Adjunct Faculty.....	177
Faculty Emeriti.....	182
Administration.....	185
Campus Directory.....	192
Location.....	193
Undergraduate Academic Calendar	
for 1997-98.....	194
Correspondence and Visits.....	195
Enrollment for 1996-97.....	195
Campus Map.....	197

## **Index.....199**





## PRESIDENT'S MESSAGE

*John E. Weems, Ed.D.*

**I**T'S AN EXCITING TIME FOR WOMEN — and it's an honor and a privilege to be among those who promote and encourage opportunities for women.

A forward-looking institution, Meredith has the finest faculty, the latest technology, and the best equipped physical facilities you'll find anywhere. Our philosophy of education — a commitment both to a strong liberal arts tradition and to the almost limitless potential for women in the work place and community — is strong. While students engage in rigorous scholarship, they also are challenged to be leaders, to find meaningful careers, to discover their own values, to chart their own courses, to be unafraid to meet ever higher goals, and to make a difference in the world.

As the largest private college for women in the Southeast, Meredith is at the hub of a sophisticated array of first-rate academic, governmental, scientific, business, and professional communities, constantly enriching the College's

own excellent curriculum and resources. Meredith's academic curricula is carefully designed to prepare women for success in the 21st century.

Our student body is diverse and inclusive — welcoming both the traditional student and the adult student with equal enthusiasm; offering graduate degrees in business, education, music, and an exciting new graduate degree in health administration; being sensitive to and respectful of differences in race, geographical origin, professional and educational goals, and the spiritual needs of women.

Operating for over a century as a women's college, Meredith has awarded over 13,000 degrees. Our alumnae attest to the fact that Meredith graduates are succeeding in the competitive job market of the 1990s and attribute this to the high quality education they received. Attending Meredith made a difference in their lives; it can make a significant difference in your life too!





# MEREDITH COLLEGE:

## PURPOSE AND OVERVIEW

**T**HE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-present.

### ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE Southern Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National

Collegiate Athletic Association. It also has an approved American Dietetic Association Plan V and AP4 programs. The Legal Assistants Program is approved by the American Bar Association.

Graduates of Meredith are eligible for membership in the American Association of University Women.

### NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS OF any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the executive vice president at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special needs. The vice president for academic affairs coordinates policy with regards to learning disability.

### PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE OF the College as follows:

*The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.*

## OPERATIONAL GOALS

### THE COLLEGE SEEKS TO

1. educate women;
2. maintain an environment which
  - a. is supportive of Christian traditions and ideals,
  - b. fosters personal integrity, intellectual freedom, and academic excellence;
3. offer opportunities to join in a college community which
  - a. values its heritage and traditions,
  - b. promotes citizenship and leadership through participation in recreational, social, and religious activities,
  - c. fosters personal relationships,
  - d. is concerned for the well-being and development of each individual;
4. provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the arts, sciences, and humanities; and which enhance opportunities for employment and/or additional education. These programs include
  - a. a broad liberal arts component as the core of its undergraduate curriculum,
  - b. majors, minors, concentrations, licensures and certifications,
  - c. graduate studies, and
  - d. continuing education;
5. provide opportunities for students through curricular and co-curricular experiences for learning and for service in the community beyond Meredith;
6. offer programs and services and to open college facilities to meet educational and cultural needs in the greater Raleigh community;
7. attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance;
8. maintain, operate, and advance the College by providing
  - a. an administrative staff and a student development staff which will support the programs of the College,
  - b. physical facilities and equipment which will meet the needs of the institution,
  - c. financial resources for the operation of the College.

## A CHRISTIAN COLLEGE

MEREDITH IS A WOMEN'S COLLEGE OF HIGH QUALITY in the liberal arts — a college where commitment to God, to Jesus Christ, and to humanity provides the perspective which integrates the educational program and

where the purpose is to provide experiences through which students may develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to prepare students to live responsibly in the contemporary world. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals; to keep themselves physically fit; to acquire an understanding of and appreciation for the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. Thus, students are prepared for graduate and professional study, for productive work in the vocations and professions, for leadership and responsible citizenship, for family life, and for leisure.

## A COLLEGE FOR WOMEN

MEREDITH WAS FOUNDED ON THE PREMISE THAT excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the role of women as competent, skilled, and intellectual members of the community.

## STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,500 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication among students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual lead-

ership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 251,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County Public School System. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 83,000 college students.

## **FACULTY**

THE FACULTY AT MEREDITH ARE CENTRAL TO THE College's function as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 76 percent of the full-time faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

## **CURRICULUM**

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for minors or further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers seven degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music.

## **HONORS PROGRAM**

THE HONORS PROGRAM AT MEREDITH IS DESIGNED to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction; and to develop her many facets as a whole person. (Details on are pages 49-50.)

## **INDIVIDUALIZED STUDY**

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may complement her classroom study with full-time or part-time employment. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount

Manhattan College, whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Italy, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. Individual study opportunities are also available in China and Japan. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions (see pages 54-55).

## CONTINUING EDUCATION

MEREDITH IS COMMITTED TO ENCOURAGING IN each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older — women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops. They may undertake course work for academic credit leading to an undergraduate or graduate degree, or they may earn certification or licensure in a job-related field (see pages 52-53).

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community of men, women, and children of all ages with programs and services responsive to a wide variety of learning needs.

## GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers four master's degree programs: Master of Business Administration (MBA); Master of Health Administration (MHA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and a Graduate Nutrition Certificate.

## CAREER DIRECTION

MEREDITH COLLEGE, WITH ITS LIBERAL EDUCATION foundation and commitment to career and personal development, offers students the key to full participation in the current and future workplace. At Meredith, traditional skills in analytic thinking, communication, human relations, and learning-to-learn are enhanced through technological knowledge and applied through experiential learning. This merger of the time-honored liberal arts perspective and contemporary workplace competencies prepares Meredith graduates with the tools for satisfying and successful career development.

For many of Meredith College's more than 35 majors, specific career preparation is an integral part of the curriculum. Students are also assisted in career direction through the use of self-designed majors, minors, concentrations, and other means of customizing their coursework. Whether students plan employment or continued academic study following graduation, they can establish and pursue career goals in all departments.

### — *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

### — *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop effective teachers whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of a teacher, a major field of study apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

### — *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan/Awards will receive \$5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to equal the monetary contribution made by the State of North Carolina. Additional information on the Teaching Fellows Program can be found on pages 12, 32, 36 and 52.

### — *Medical Technology and Physician Assistant*

Meredith offers a degree program in medical technology in cooperation with the Duke University Medical Center and a physician assistant degree program in cooperation with Wake Forest University Bowman Gray School of Medicine. Details are available in the Department of Biology and Health Sciences and on pages 51 and 72-73.

### — *Nursing Transfer Curriculum for RNs*

Meredith's Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs at other institutions. The curriculum is especially designed for women over the age of 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 51 and 58.

### — *Dietetic Internship*

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They apply

nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills are further developed through graduate course work. This enables them to be leaders in their profession and assume responsibilities as employees and citizens.

### — *Professional Communications*

The minor in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 100.

### — *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 118-119.





# ADMISSION

**A**s a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, or Bachelor of Science. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as readmitted candidates. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Admission decisions are made without regard to financial need factors. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 27-36.

## FRESHMAN ADMISSION

### — Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the \$35 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$35 processing fee is a severe financial hardship should

write to the Office of Admissions for information about obtaining an application fee waiver.

A first-year student who initially enrolls at Meredith as a non-degree student and who later wishes to seek admission to degree candidacy should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Undergraduate Degree Programs for Women Age 23+ in the Office of Continuing Education.

### Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 14 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

English .....	4	
Foreign Language .....	1	(2 recommended)
Mathematics .....	3	(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)
Science .....	3	
History/Social Studies .....	3	
Electives .....	2	(preferably chosen from academic subjects listed above)

Careful attention is given to the applicant's grade average in the academic subjects. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quartile of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

### **Scholastic Assessment Test**

When reviewed in relation to the high school record and other information, Scholastic Assessment Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 930 and 1100 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. *(Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.)*

For having official SAT-I or TOEFL scores requested, Meredith's code number is 5410; for ACT score requests, the code number is 3126.

### **Recommendations**

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

### **Health Record**

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that disability. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any disability in order that any special accommodations that might be necessary can be arranged by the College.

### **Interview**

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. *(See page 195.)*

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so

that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 30.)

### — *Early Admission*

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

### — *Credentials for Adult Students*

A woman 23 years of age or older (*see page 20 for definition of 23*), who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a student (*see page 52*). When a specified program is taken, the student is not required to file scores on the Scholastic Assessment Test. Whether applying for regular freshman admission or through the Undergraduate Degree Programs for Women Age 23+, students who have been out of the academic environment for some time are referred to The Office of Continuing Education, which provides appropriate advising and enrollment assistance.

### — *Early Decision Plan*

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She must take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1, and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. (*See page 28 for information about application procedures.*) Accepted students are required to make a \$100 advance deposit by December 1. This non-refundable payment applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT-I scores. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

### — *Rolling Admission Plan*

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning November 1, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

This non-refundable deposit will apply toward her expenses in the spring semester.

### — *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Further information about these opportunities may be obtained by writing the Office of Admissions.

### — *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

## TRANSFER ADMISSION

EACH YEAR MEREDITH ADMITS A NUMBER OF QUALIFIED applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 19.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 58, *Residence Credit Requirements*.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. (See page 49 for information regarding credit requirements for a second degree program.)

A student who has attended another post-secondary institution who initially enrolls at Meredith as a non-degree student and subsequently wishes to seek admission to degree candidacy should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Undergraduate Degree Programs for Women Age 23+ in the Office of Continuing Education.

### — *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall transfer grade average, Meredith's grading scale — which is based on a 4.0 quality point system (A=4.0, B=3.0, C=2.0, D=1.0) — will be used, with other units of credit being converted to semester hours. Applicants should also know that orientation, cultural activity, developmental, and physical education activity courses are not calculated into the grade average.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test. In some instances, a student having 30 or more semester hours of credit may be required to present evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement. This procedure applies to an applicant who would have fewer than 18 hours that would meet general education requirements at Meredith (see pages 47-48).

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (*Information about the health record is found on page 16.*)

### — *Credentials for Adult Students*

A woman 23 years of age or older (*see page 20 for definition of 23*), who wishes to enter a degree program or resume one begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a student. Whether applying for regular transfer admission or through the Undergraduate Degree Programs for Women Age 23+, students who have been out of the academic environment for some time are referred to The Office of Continuing Education, which provides appropriate advising and enrollment assistance.

### — *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable \$35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins as quickly as possible after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by early October if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

### — *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on this page. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted at Meredith College. (*See page 58 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.*) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having fewer than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

### — *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 57-59 for information about credit regulations. Special attention is called to the maximum credit accepted from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

## INTERNATIONAL STUDENTS

MEREDITH WELCOMES THE INTERNATIONAL STUDENT whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examination. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English as a Foreign Language (TOEFL), which is administered in her local country. It is preferred that the student include scores on the Test of Written English (TWE) that is offered at many TOEFL administrations and/or include a short essay on a topic of her choice. A student well-schooled in English should substitute the Scholastic Assessment Test. The tests (TOEFL and/or SAT-I) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for the TOEFL or SAT-I examination, the student should request that a score report be sent directly to Meredith College, Code Number 5410.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a completed health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. A foreign student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the U.S.A.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Information and application materials are available from the Office of Admissions.

## UNDERGRADUATE DEGREE PROGRAMS FOR WOMEN AGE 23+ ADMISSION

A WOMAN WHO IS 23 YEARS OF AGE OR OLDER, IS A high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as

a degree candidate without fulfilling regular Meredith admission requirements. A student will be considered 23 years of age if she is 23 prior to enrolling in a course or if she becomes 23 prior to the last day of the examination period of the term in which she is enrolling.

A student files her application through the Office of Continuing Education and has all official transcripts, including high school and/or GED and all post-secondary education transcripts, sent to that office. Students must have an official transcript sent from each institution attended, including summer sessions.

An evaluation of all academic records is prepared, and the potential student meets with an adviser in the Undergraduate Degree Programs for Women Age 23+. A program of a maximum of 15 semester hours credit as a student is planned for her. A candidate who does not present an adequate background in mathematics will also be required to take non-credit course(s) in high school Algebra through the Intermediate (Algebra II) level. Her performance on this prearranged program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.

To complete the admissions process, a student must attain at least a 2.0 average in the courses attempted at Meredith. When the prearranged program is satisfactorily completed, the student may complete the admissions process. Once the student is confirmed as a degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned as a student are applicable to the degree requirements.

## LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College. In all cases, the leave of absence should be requested within 60 days of last class attendance. If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applies for the leave of absence. She is in good



social standing if she is not on social probation and if there is no case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

### RE-ADMISSION OF FORMER STUDENTS

A STUDENT WHO WAS PREVIOUSLY ENROLLED AT Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. The exception to this policy is the student who was granted a leave of absence, who has complied with the terms of the leave and who re-enrolls within the allotted leave time.

A re-admission application, obtainable from the Office of Admissions, and a \$25 non-refundable fee are required when applying for re-admission. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. In some instances the admissions staff, as a means of better determining her readiness to resume studies or for advisory purposes, may request a conference with an applicant. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. (See page 61 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In

evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may apply for re-admission through the Office of Continuing Education.

### PART-TIME STUDENTS

A PART-TIME STUDENT IS ONE QUALIFYING FOR A degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

### SPECIAL OPTIONS FOR NON-DEGREE STUDENTS

NON-DEGREE STUDENTS IN THE CATEGORIES LISTED below may register at Meredith in credit courses without conforming to the usual admissions process. In most instances, non-degree students are registered on a part-time basis.

#### — *Visiting Students*

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

#### — *International Visitors*

International students at foreign universities with which Meredith has exchange agreements may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such a student will file a special application and the required academic records and financial statement through the Office of Admissions. When cleared for exchange visitor status, the College will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students who are enrolling at the College.

### **— Teacher Licensure Renewal Students**

A certified public school teacher who enters for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

### **— Teacher Licensure Program Candidates**

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program. (See pages 85-99 for admission requirements and procedures and other program information.)

### **— Senior Scholars Program**

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

### **— Meredith Faculty, Staff, and Administration**

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

### **— Post-Baccalaureate Students**

A student who already has a baccalaureate degree and who is not interested in completing a second degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term. A student who wishes to complete a second baccalaureate degree should see page 49.

### **— Other Non-Degree Students**

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith College may register for courses for credit as a non-degree student subject to the following conditions:

- a. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.
- b. She may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been authorized by the Dean of Undergraduate Instruction and Registrar.

Such a student registers in the Office of the Registrar on the opening day of the term.

Any non-degree student who thinks she may eventually wish to seek degree candidacy at Meredith should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Undergraduate Degree Programs for Women Age 23+ in the Office of Continuing Education.

## **CONDITION OF ADMISSION**

EVERY PERSON ADMITTED TO THE COLLEGE AS A student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

## **ORIENTATION-REGISTRATION**

AN ORIENTATION PROGRAM IS PROVIDED PRIOR TO the start of classes for students entering in August. (See page 39 for a description of the program and page 194 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in the summer to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing education also sponsors a special orientation each semester for Undergraduate Degree Programs for Women Age 23+ students.

### **SUMMER SESSION**

DURING THE SUMMER, THE COLLEGE OPERATES three three-week terms. (See page 194 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome. Courses during the summer session are open to any woman who has earned a high school diploma or GED certificate at least one year prior to registering at Meredith College. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.



# FINANCES

**M**eredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see page 192 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

Each residence hall room is also wired for access to e-mail, the Internet and Meredith's Intranet via the College's campus-wide network.

## TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS and others taking 12<sup>or</sup> more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

### —Full-Time Students (12-18 credit hours and all resident students)

	Semester	Year
Resident students tuition .....	\$4,245	\$8,490
Room, board, infirmary.....	\$1,875	\$3,750
TOTAL .....	\$6,120	\$12,240

	Semester	Year
Commuting students tuition .....	\$4,245	\$8,490

### —Part-Time Students (1-11 credit hours)

Tuition (for credit or audit).....	\$250 per credit hour
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### —Additional Course Fees

Credit in excess of 18 hours.....	\$250 per credit hour
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## Applied Music

### Full-time students

1 half-hour lesson weekly .....	\$115
2 half-hour lessons weekly.....	\$230
Class lessons in piano .....	\$100
Class lessons in guitar.....	\$100
Recital fee .....	\$115

### Part-time students (for credit)

Tuition of \$250 per credit hour plus the following fees:

1 half-hour lesson weekly .....	\$115
2 half-hour lessons weekly.....	\$230
Class lessons in piano .....	\$100
Class lessons in guitar.....	\$100
Recital fee .....	\$115

## Art

Studio fees vary up to \$225 per course to cover expendable materials.

## Education

EDU 439 , Student Teaching .....	\$250
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## Health and Physical Education

Equitation, golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.

## Social Work

SWK 402-A , Field Experience .....	\$ 75
SWK 402-B , Field Experience .....	\$180

## Auditing Courses

Full-time students.....	no charge
Part-time students.....	\$250 per credit hour

*Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.*

*Books, gym clothes, and other instructional expenses are not included in the above charges.*

### —Resident Damage Deposit

A Resident Damage Deposit of \$50 shall be paid by each resident student at Meredith College. The \$50 deposit, minus any charges, will be returned to the student upon graduation, withdrawal, or when she becomes a non-resident student.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

### —Special Fees

Application fee for new students .....	\$35
Application fee for students seeking re-admission.....	\$25
Record evaluation .....	\$ 5
Graduation fee.....	\$50
Transcripts (each) .....	\$ 2

*Breakage fee* — Students will be billed for unjustifiable damage to college property.

*Health services* — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for \$80.00 per semester.

## TERMS OF PAYMENT

### —Payment Schedule

Advance payment for all entering students.....\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$35 fee which must accompany the application of each new student.

*New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.*

Advance payment for returning resident students....\$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

### —Deferred Payment Plans

Meredith offers two alternate payment plans:

**OPTION 1:** A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a \$25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

**OPTION 2:** A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a \$50 annual fee for this service which is administered by Academic Management Services, 50 Vision Boulevard, East Providence, Rhode Island 02914 (1-800-635-0120).

### —North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1996-97 was \$1,300.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

### —*Withdrawals/Leaves of Absence*

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester .....	0%
6th through 10th day of the semester .....	20%
11th through 20th day of the semester .....	40%
After 20th day of the semester .....	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

See page 61 for how to effect an official withdrawal. If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State,

Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

### —*Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

## FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. A foreign applicant should consult page 20 for assistance available to students from other countries.

### —*Principles and Procedures*

#### The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file Meredith's "Application for Financial Assistance" and a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending

includes tuition, room and board, and an estimated \$1,520 for miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1997-98 is \$14,310. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$3,740 for food and miscellaneous personal expenses including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1997-98 is \$12,230. The average expenditure for books is calculated at approximately \$550 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance.

### Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

1. Return the College's "Application for Financial Assistance" to the Office of Financial Assistance. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Financial Assistance.
2. Complete and mail the Free Application for Federal Student Aid (FAFSA) - an envelope is provided for you in the FAFSA booklet. Indicate Meredith College as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from any high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will need to file a Meredith College "Application for Financial Assistance" and CSS PROFILE form, both of which may be obtained from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by November 15. Should she later be

named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by *February 15*.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

The College's "Application for Financial Assistance" and the FAFSA must be filed each year the student wishes to receive financial assistance; the forms should be completed and mailed between January 1 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

### The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of *tentative* assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

### Payment of Award

*Scholarships and grants* administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a *Federal Stafford Loan*, and/or a parent chooses to apply for a *Federal PLUS Loan*, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be



disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any aid received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a *Federal Work Study* job on campus are paid on the 10th of each month for work performed during the preceding month.

### **Renewal of Assistance**

Once committed to a student in a program of financial assistance, Meredith continues its support if (1) a need persists, (2) the FAFSA and the Meredith "Application for Financial Assistance" are completed and mailed by the stated deadline, and (3) the student maintains satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

### **Students' Rights and Responsibilities**

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial aid award letter. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

### **—Types of Assistance**

#### **Competitive Scholarships**

Recipients of the following competitive scholarships, Honors Program participants and Teaching Fellows are invited to take part in *Focus on Excellence*. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

#### ***Meredith College Academic Scholarships***

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement, and promise. Outstanding freshman candidates are selected to receive the awards, which are valued at \$3,000 per year. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time program of study at Meredith College. At least six scholarship awards are available each year for entering freshmen having superior credentials. These awards are made possible through the following endowment funds:

*Craig-Davis Honors Scholarship*  
*Hesta Kitchen Crawford Honors Scholarship*  
*Jessie Ball Dupont Scholarship*  
*Durham Corporation Education Endowment Fund*  
*General Hugh B. Hester Honors Scholarship*  
*Paula Green Hester Honors Scholarship*  
*Cleo and Elwood Perry Honors Scholarship*  
*Vida Thompson Williams Scholarship*

#### ***Julia Hamlet Harris Scholarships***

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competi-

tive program range from \$1,500 to \$2,000 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

#### ***Art Scholarships***

*Eleanor Layfield Davis Scholarship*

*Ruby C. and Ernest P. McSwain Scholarship*

*Lois Griswold Outland Scholarship*

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from \$500 to \$1,500 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to participate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually, subject to the recipient's being a full-time student pursuing a major in art and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

#### ***Music Scholarships***

*A.J. Fletcher Scholarship*

*Robert H. Lewis Scholarship*

*Music Talent Scholarships*

*Mary Perry Beddingfield Scholarship*

Each year one A.J. Fletcher Scholarship, one Robert H. Lewis Scholarship, three Music Talent Scholarships, and one Mary Perry Beddingfield Scholarship are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarship is for \$7,500 per year. The Robert H. Lewis Scholarship is for \$2,500 per year. A Music Talent Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need. The Mary Perry Beddingfield Scholarship is for \$400 per year.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Speech, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

#### ***Sandra Graham Shelton Scholarship in Interior Design***

Meredith College awards each year to an entering freshman one Sandra Graham Shelton Scholarship in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is \$1,275 per year. It is renewed annually, for a total of four years, subject to the recipient's

being a full-time student pursuing a major in interior design and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

### ***Meredith College Scholarship for Achievement in Writing***

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted in a full-time program of study.

### ***Meredith College Scholarship for Achievement in Mathematics***

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores

related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted at Meredith in a full-time program of study.

### ***Meredith College Outstanding Scholar Awards***

In recognition of superior academic abilities and intellectual promise, Meredith College has established the Outstanding Scholar Awards. The scholarship is valued at \$1,000 per year without regard to financial need. It is renewable provided the recipient remains in good standing, is a full-time student, and maintains a 3.0 quality point ratio (B average) on all courses taken at Meredith.

Outstanding Scholar Awards are for freshmen and first-year transfer candidates whose academic credentials merit an invitation into the Honors Program of the College. A two-year college graduate with a superior record of ability and achievement may also be selected for the award. For a freshman recipient, the award is renewable for a total of four years. For a transfer student, the renewability will be for a total of two or three years, depending upon the student's classification at the time of entry.

Recipients of an Outstanding Scholar Award who have been invited into the Honors Program are strongly encouraged to participate in this stimulating academic opportunity.

### ***Meredith College Transfer Honor Scholarships***

Each year two Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is \$1,500 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

### North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the \$5,000 per year scholarship/loan provided by the State, Meredith will coordinate additional scholarships and grants, including the NCLTG, to match the stipend received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.
3. File a Meredith College "Application for Financial Assistance" and the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

### General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

#### North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North

Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

### Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$450 per year, depending upon the Acteens achievement level the student has obtained.

	<i>Per Year Value</i>	<i>Four-Year Total Value</i>
<i>Studiact Level of Achievement</i>		
Queen or Service Aide .....	\$200	\$800
Queen with a Scepter .....	\$250	\$1,000
Queen Regent .....	\$300	\$1,200
Queen Regent in Service .....	\$350	\$1,400
Service Aide .....	\$400	\$1,600
State Acteen Citation .....	\$450	\$1,800

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 26508, Raleigh, NC 27611-1107.

### Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expense for the year.

### Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

*The Elizabeth Avery Colton Loan Fund*  
*The Louis M. Curtis Loan Fund*  
*The Dr. and Mrs. O.S. Goodwin Loan Fund*  
*The Mabel L. Haynes Loan Fund*  
*The Betty Hewlett Hurst Loan Fund*  
*The John W.M. Hicks Loan Fund*  
*The Mr. and Mrs. John Billingsley Ingram Loan Fund*  
*The Henrietta S. Jarman Loan Fund*  
*The Edna Tyner Langston Loan Fund*  
*The Masonic Loan Fund*

*The Helen Josephine Neal Loan Fund*  
*The Old Student Loan Funds*  
*The Olive Chapel Loan Fund*  
*The William H. Reddish Loan Fund*  
*The Ada Middleton Stanback Loan Fund*  
*The W.A. Thomas Student Loan*

*The following scholarships are also available:*

*George L. Alden Trust Teaching Scholarship*  
*James Larkin and Iona Mae Ballou Trust*  
*Baptist Women Scholarship*  
*Dr. J. T. J. Battle Scholarship*  
*Mary Perry Beddingfield Music Scholarship*  
*Louise McComb Bennett Scholarship*  
*Amorette Bryant Bolton Scholarship*  
*Fred C. and Irene Bonhardt Scholarship*  
*Annie and John Bostic Scholarship*  
*Branch Banking & Trust Scholarship*  
*Dorothy Ray Branham Scholarship*  
*Charles Brewer Scholarship*  
*Love Bell Brewer Scholarship*  
*Margaret Highsmith Brown Music Scholarship*  
*James E. and Mary Z. Bryan Scholarship*  
*Maude Bunn Scholarship*  
*Ruth Deaton Burnett Scholarship*  
*Ernest F. Canaday Mathematics Scholarship*  
*Carolina Power and Light Company Scholarship*  
*Mrs. Earl N. Carr Scholarship*  
*Z.M. Caveness Scholarship*  
*Centura Bank Scholarship*  
*Jackie R. Chumblee International Student Scholarship*  
*Helen J. Clancey Memorial Scholarship*  
*Class of 1910 Scholarship*  
*Class of 1932 Scholarship*  
*Class of 1934 Scholarship*  
*Class of 1936 Scholarship*  
*Class of 1938 Scholarship*  
*Class of 1939 Scholarship®*  
*Class of 1944 Scholarship*  
*Class of 1945 Scholarship*  
*Class of 1952 Scholarship*  
*Class of 1957 Scholarship*  
*Class of 1964 Scholarship*  
*Class of 1967 Scholarship for International Studies*  
*Class of 1972 Scholarship*  
*Class of 1990 Scholarship*  
*Edwin S. and Goldie Coates Scholarship*

*Isabelle Coleman Scholarship*  
*James L. "Hap" Collier Scholarship*  
*Norma Baker Cook Art Scholarship*  
*Beulah Rimmer Craig Scholarship*  
*Hesta Kitchen Crawford Honors Scholarship*  
*Barham and Bertha Langdon Creech Scholarship*  
*Iris Culler Creech Scholarship*  
*Nell Baker Creech & Hallie W. Baker Scholarship*  
*Roger H. Crook Scholarship*  
*Anne C. Dahle Scholarship*  
*Katherine Gene Davenport Dapore Scholarship*  
*Essie Dale Hunter Dickson Scholarship*  
*Beatrice E. Donley Scholarship*  
*Elizabeth James Dotterer First Family Scholarship*  
*Durham Corporation Education Endowment Fund*  
*Phyllis Edwards Scholarship*  
*Lucille Lawrence Ellis Scholarship*  
*Myrtle Hart Farmer Scholarship*  
*Farrior Sisters Scholarship*  
*Lucy Teague Fassett Scholarship*  
*Dr. James Grady Faulk First Family Scholarship*  
*First Baptist Church Scholarship*  
*First Citizen Scholarships*  
*First Title Insurance Company Scholarship*  
*First Union Scholarship*  
*Fisk-Rose Scholarship*  
*A. J. Fletcher Music Scholarships*  
*Foreign Language Scholarship*  
*Forsyth County Scholarship*  
*Jane Renn Frazier Scholarship*  
*Claude Gaddy Scholarship*  
*Nannie S. Gaddy Scholarship*  
*Katherine Papadakis Georgallis Scholarship*  
*GlaxoWellcome Women In Science Scholarship*  
*Barbara Lyons Goodmon Scholarship*  
*Goodwin Girls First Family Scholarship*  
*Wense & Marion Grabarek Scholarship*  
*Lillie Grandy Scholarship*  
*Mae Grimmer Scholarship*  
*Carolyn and Frank Grubbs Scholarship*  
*Addie Jones Hall Scholarship*  
*The Reverend Romulus F. and Bessie S. Hall*  
*Memorial Fund*  
*Fuller B. Hamrick Scholarship*  
*Pauline Olive Hamrick Scholarship*  
*Laura Weatherspoon Harrill Scholarship*  
*Ella Perry Harris Scholarship*

*M. Elizabeth Harris Scholarship*  
*Shearon Harris Scholarship*  
*E. Bruce Heilman Scholarship Fund*  
*Mattie Jenkins Henderson Scholarship*  
*Ruth Hilliard Hensley Music Scholarship*  
*General Hugh B. Hester Honors Scholarship*  
*Paula Greene Hester Scholarship*  
*History and Politics Scholarship*  
*Ella Greenwood Holcomb Scholarship*  
*Ruth Tucker Holleman Scholarship*  
*M.A. Horner Scholarship*  
*Mabel Andrews House Scholarship*  
*Nannie Willis Hunter Scholarship*  
*Catharine Watkins Isaacs Memorial Scholarship*  
*Catharine Margaret Inez Watkins Isaacs First Family Scholarship*  
*Hattie McCauley and Arthur James Scholarship*  
*Frances P. Jennings Scholarship*  
*Guion Johnson Scholarship*  
*Mary Lynch Johnson Scholarship*  
*Moses S. Jones Scholarship*  
*Ione K. and Thomas B. Knight First Family Scholarship*  
*William W. Lawrence Scholarship*  
*Ida Belle Ledbetter Scholarship*  
*Carolyn Sperry Leith Scholarship*  
*Rebecca Jean Morris Lewis Scholarship*  
*Robert H. Lewis Scholarship*  
*Margaret Hine Linville Scholarship*  
*Mabel Claire Hoggard Maddrey Scholarship*  
*Mangum Scholarship*  
*Gail Newton Martin Scholarship*  
*Marie M. Mason Scholarship Fund*  
*Mr. and Mrs. W.H. Matthews Scholarship*  
*Anna Elizabeth Liles Maynard Scholarship*  
*Mona Blevins McGilvray Scholarship*  
*Wilma L. McCurdy Scholarship*  
*Mary Mac Stroud McLean Scholarship*  
*Ralph McLain Memorial Award*  
*Margaret Mason McManus Scholarship*  
*Ruby C. and Ernest P. McSwain Scholarship*  
*Charles E. Merrill Scholarship*  
*Emma Bronson Miller Scholarship*  
*Everett Miller Teaching Scholarship*  
*Charles S. Mitchell Scholarship*  
*Mull-Jackson-Mellette First Family Scholarship*  
*Rebecca J. Murray Teaching Scholarship*

*Nations Bank Scholarship*  
*Nationwide Insurance Foundation Scholarship*  
*Neese Family Scholarship*  
*Margaret Grayson Nelson Scholarship*  
*First Baptist Church New Bern Scholarship*  
*Jennie Reid Newby First Family Scholarship*  
*Nancy Newlin Memorial Scholarship*  
*Mary Crauford Norwood Scholarship*  
*Marguerite Warren Noel First Family Scholarship*  
*Lois Griswold Outland Scholarship*  
*Gladys Blaylock Page First Family Scholarship*  
*Margaret Faucette Parker Music Scholarship*  
*Margaret Weatherspoon Parker Scholarship*  
*Elizabeth Fleischman Patrick Scholarship*  
*Cleo & Elwood Perry Honors Scholarship*  
*Perry-Harris English Scholarship*  
*Carolyn Peacock Poole Scholarship*  
*Virginia Branch Pope Scholarship*  
*Ida Poreat Scholarship*  
*Theodore Presser Scholarship*  
*Helen Price/Kappa Nu Sigma Scholarship*  
*Thomas B. Pruitt Scholarship*  
*Carlton Sylvester Prickett Scholarship*  
*Public Service Company of North Carolina Scholarship*  
*Oliver Davis Revell Scholarship*  
*Z. Smith Reynolds Scholarship*  
*Virginia Lancaster Robertson Scholarship*  
*Virginia Lancaster Robertson First Family Scholarship*  
*Norma V. Rose Scholarship*  
*Royster-Parker Scholarship*  
*Ellen Amanda Rumley Memorial Scholarship*  
*Alice Goodman and Daniel Satisfsky Scholarship*  
*Janie Green Shearin First Family Scholarship*  
*Sandra Graham Shelton Scholarship*  
*Shelton Supplementary Scholarship*  
*Ruth F. Singleton Scholarship*  
*Louise Shingleton Shivers Scholarship for Creative Writing*  
*Dorothy Hunt Sides Scholarship*  
*Spelman-Crauford Music Scholarship*  
*Stell Sisters Scholarship*  
*Theola R. Stewart First Family Scholarship*  
*Viola Jones Strickland Scholarship*  
*Oliver Larkin Stringfield Scholastic Fund*  
*Jane Watkins Sullivan Scholarship*  
*Emma Barber Towler Memorial Scholarship*  
*Lucretia Dean Vick Travel Award*

*Irving H. Wainwright First Family Scholarship*  
*Irving H. Wainwright Scholarship*  
*Elizabeth Tucker Wagoner Scholarship*  
*Robbie Hedrick Walker First Family Scholarship*  
*Martha Medlin Wardlaw Scholarship*  
*Marion Fiske Welch Scholarship*  
*Wescott-Daniels Memorial Scholarship*  
*Suzanne Ripley Weston Scholarship*  
*Cecile Ward White Scholarship*  
*Lettie Pate Whitehead Scholarships*  
*Martha McKeel Whitehurst Scholarship*  
*Duwall Williams Scholarship*  
*Lena Mae Williams and Lena Stone Williams Music Scholarship*  
*Vida Thompson Williams Scholarship*  
*Ruth C. Wilson Scholarship*  
*Annie C. Womble Scholarship*  
*Clara Young Woodall Scholarship*  
*Mollie B. Wyatt Scholarship*  
*Wyford Scholarship*  
*Lucile Ward Yarbrough Memorial Scholarship*

### **Meredith Student Employment**

A limited number of on-campus jobs are available as a financial assistance resource for students not receiving financial assistance. Students would need to see the Work-Study Coordinator for information at the beginning of each semester. Students are paid directly on the 10th of each month for work performed during the preceding month.

### **Federal Assistance Programs**

In addition to its own programs of financial assistance, Meredith offers assistance through federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as degree-seeking students and must be making satisfactory academic progress toward graduation. Application for federal programs can be made by filing the Free Application for Federal Student Aid (FAFSA). FAFSAs are available through high school guidance counselors or the Office of Financial Assistance at Meredith. Annual application is required.

### **Federal Pell Grant**

These federally sponsored entitlement grants are available to eligible students working towards a *first* baccalaureate degree at an approved postsecondary institution. Grant amounts are determined by using a federally approved formula. They vary and are awarded on the basis of need, enrollment status, length of enrollment, and cost of education.

### **Federal Supplemental Educational Opportunity Grants**

These grants have been established by the federal government to assist undergraduate students with analyzed financial need. Priority must be given to students receiving Pell Grants.

### **Federal Perkins Loan**

This low interest (5%) loan program, funded by the federal government and administered by Meredith, is available to both undergraduate and graduate students with financial need. Repayment begins nine months after graduation, leaving school, or dropping below half-time study. A student has ten years to repay the principal and interest.

### **Federal Work-Study Program**

This program provides on-campus jobs to full-time or part-time, undergraduate and graduate students. Award amounts vary and are awarded solely on the basis of need. Eligible students usually work up to 12 hours per week and are paid minimum wage.

### **Federal Subsidized Stafford Loan Program**

This loan is available to undergraduates, graduates and professional students with proven financial need, who are enrolled at least half time. The annual limit for freshmen is \$2,625, for sophomores it is \$3,500 and for juniors and seniors it is \$5,500. The variable interest rate is capped at 8.25%, adjusted each July 1. During in-school, grace and deferment periods, the government pays interest. The ten year repayment begins six months after the student leaves school or drops below half time.

### **Unsubsidized Federal Stafford Loan**

This loan is available to dependent undergraduate students enrolled at least half time who do not qualify for maximum subsidized Stafford loan awards, and to independent/graduate students eligible for additional funds. The annual loan limits for *dependent students* are the same as subsidized Stafford loan limits minus any amount

received under that program. The annual loan limits for *all other students* are the same as subsidized Stafford loan minus any amount received under that program, plus freshmen and sophomores can receive an *additional* \$4,000; juniors and seniors can receive an *additional* \$5,000; graduate/professional students can receive an additional \$10,000. The interest rate is variable with an 8.25% cap, adjusted each July 1. **The borrower is responsible for interest from the date of disbursement.**

### ***Federal PLUS Loans***

These are loans available to parents of dependent students enrolled at least half time in a degree program. To be eligible for a PLUS loan, a FAFSA does not have to be completed; however, parent borrowers must be credit worthy and must show the ability to meet the monthly payments. A parent may borrow up to the difference in the estimated cost of attendance and other student financial assistance. The variable interest rate is currently capped at 9%. The repayment period begins when the loan is fully disbursed. Contact the Office of Financial Assistance for further information.

### ***North Carolina Legislative Tuition Grants***

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1996-97 was \$1,300. A student must complete an annual application in the Office of the Registrar in order to receive this grant. (See page 26.)

### ***North Carolina Student Incentive Grants***

This program is offered by the N.C. State Education Assistance Authority through College Foundation, Inc. Awards are available to undergraduates who demonstrate substantial financial need which is determined by the FAFSA, and are full-time, degree-seeking, North Carolinians. Students must also be making satisfactory academic progress. The deadline for filing is March 15 each year.

### ***Vocational Rehabilitation***

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

### ***Veteran Benefits***

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

### ***Prospective Teachers***

*N.C. Teaching Fellows* applications are available only through high school counselors. The *N.C. Prospective Teacher Scholarship* application is available through high school counselors, financial aid offices and schools of education.

### ***Out-of-State Programs***

Non-North Carolina residents should contact their State Education Assistance Authority for information regarding grants and other assistance for which they may be eligible.



## FREQUENTLY ASKED QUESTIONS ABOUT FINANCIAL ASSISTANCE

### How can Meredith help me?

#### — *We can offer many solutions*

If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time.

#### — *How much should I budget?*

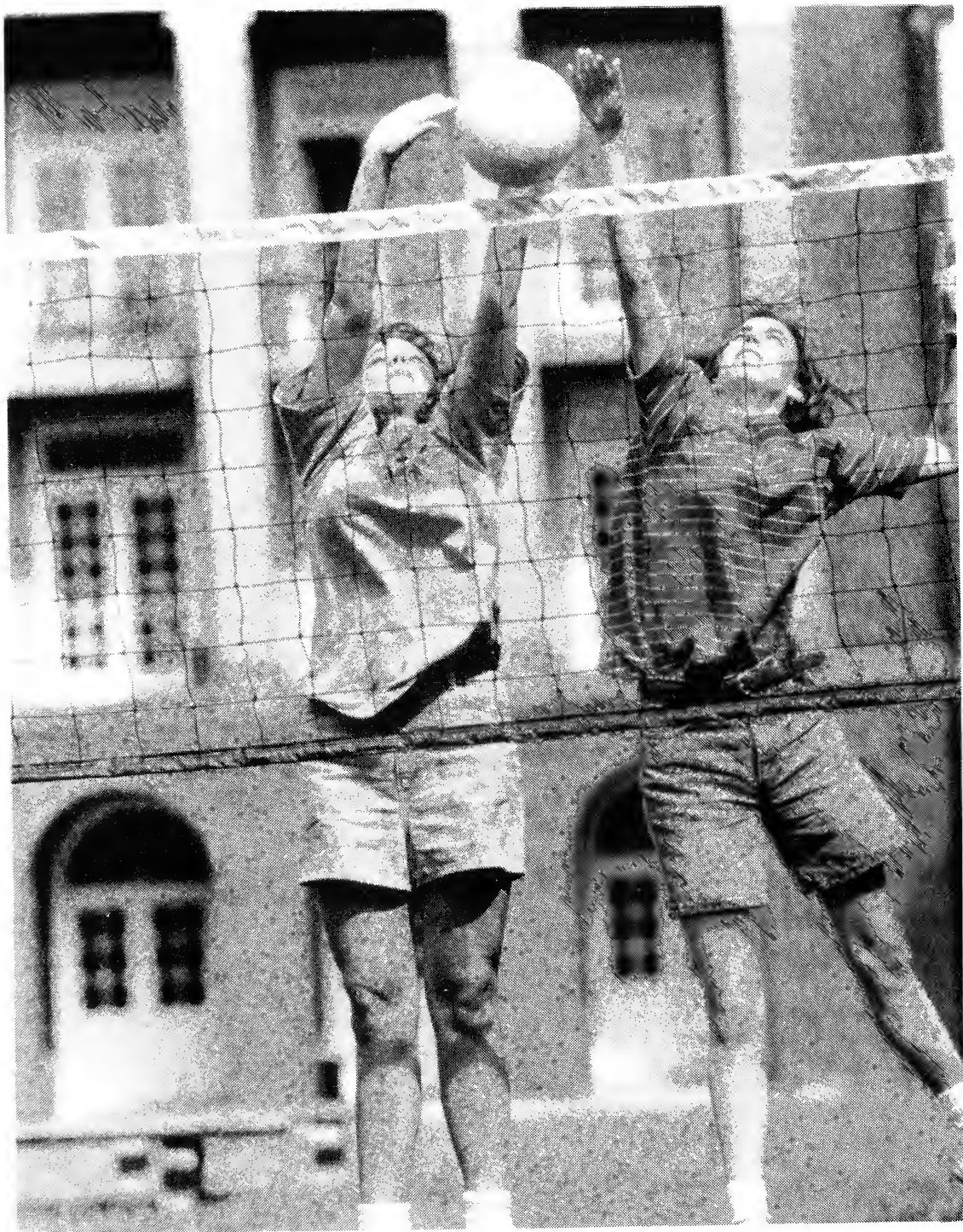
We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 1997-98 budgets used in determining need for on-campus residents and for commuting students living with family are:

<b>Direct Costs</b>	<i>On-Campus</i>	<i>Commuting</i>
Tuition	\$8,490	\$8,490
Room and Board	\$3,750	---
<b>Total</b>	<b>\$12,240</b>	<b>\$8,490</b>
<b>Estimated Expenses</b>	<i>On-Campus</i>	<i>Commuting</i>
Room and Board	---	\$1,670
Books and Supplies	\$550	\$550
Transportation	\$320	\$320
Personal Expenses	\$1,200	\$1,200
<b>Estimated Total</b>	<b>\$14,310</b>	<b>\$12,230</b>

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

Foreign students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is \$1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.



# STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to the Meredith community. The College has a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence-life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including: academic advising; dean of students; residence directors; commuter life and special services; campus ministry; counseling; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

## STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, computer orientation, tours of the library, fitness center orientation, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to

identify college officials and their roles and to learn about student services and resources.

The *Student Handbook* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

## CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL LIFE OF THE campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; and former United States Congresswoman Patricia Schroeder (D-Colorado).

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Choral, and Encore, appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Calico Tiger*, *As You Like It*, *Dance Works*, *Cast No Shadow*, and *Quilters*.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

The Meredith Entertainment Association brings a variety of bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem, offers availability to a host of cultural and social activities.

## STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 60.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Nu for human environmental sciences, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and

clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day, also held annually in the spring.

## STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUDENTS as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

### — *Honor System*

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

## STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-GOVERNING operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters,

Residence Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

### — *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the Student Handbook, sent to all entering students in the summer prior to matriculation in August.

### — *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review all student regulations.

## STUDENT ORGANIZATIONS

STUDENT-DIRECTED ORGANIZATIONS ARE another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests and abilities. Meredith students can choose from over 82 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information, and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information,

contact the Office of Student Activities and Leadership Development.

### — *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although originated as literary societies, the Astrotekton and Philaretian societies now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

## RELIGIOUS LIFE

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERITAGE, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

## RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

## INTERCOLLEGIATE ATHLETICS

MEREDITH SPONSORS FIVE INTERCOLLEGIATE sports including basketball, soccer, fast-pitch softball, tennis, and volleyball. Students may participate on one or more athletic teams.

The organization and activities of the intercollegiate athletic program are administered by the Department of Health, Physical Education, and Dance — an academic department under the Vice President and Dean of the College. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

## RESIDENCE

EIGHT RESIDENCE HALLS ARE AVAILABLE FOR ON-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted. Each room is equipped with internet and e-mail access, cable television, and a telephone jack.

Freshmen are usually assigned to Brewer, Carroll, Noel House, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their halls. Upperclass students also serve as resident assistants in the other residence halls. Two residence directors live in the freshman residence halls, and four other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-age students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline in February. Late applications are not accepted. Students must have at least 60 hours or have resided four semesters in the residence halls. Off-campus approvals are determined before students pay the on-campus housing deposit and make room selections for the next year. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).

- Campus housing is available to undergraduate degree-seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

### — *Commuter Student Life*

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication since there are mail pockets, telephones, computers with e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

### COMPUTER SERVICES

A CAMPUS-WIDE NETWORK PROVIDES E-MAIL, Internet access, and ALIS<sup>®</sup> (Library Computer System) access. All academic buildings, all residence halls, and most other campus buildings are part of the campus network.

There are three computer laboratories located in Harris, Joyner, and Ledford buildings. Each lab houses twenty computers and ink jet printers. All lab computers are part of the campus network. Word-processing, spreadsheet and presentation graphics software is available in every lab. Each lab contains a variety of other software packages. Other smaller computer labs are located in sev-

eral of the classroom buildings.

Each residence hall and the study area in Cate Center has a group of computers connected to the campus network. All residence hall rooms are wired for access to the campus network.

The Meredith home page is located at [www.meredith.edu/meredith/](http://www.meredith.edu/meredith/) and a campus intranet is available. For policy and procedures concerning computer services, contact Technology Services, 3rd floor Johnson Hall.

### HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty from 7:00 a.m. to 11:00 p.m. Monday through Thursday, and 7:00 a.m. to 7:00 p.m. on Friday. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physicians and nurses seek to prevent illness by informing students about good health practices.

### COUNSELING

#### — *Career Planning*

The Meredith Career Center, located in the Park Center, offers vocational counseling, workshops, and computerized and printed resources to students who are undecided about their courses of study or career plans and to those preparing for a specific career field. Information is available on employment, cooperative education experiences, interviewing, preparation of resumes, occupational outlook, salaries, and related concerns. Students may also take vocational interest tests and a for-credit career planning seminar. Campus recruiting, a computerized resume referral database, graduate school guidance, and career fairs help seniors as they begin to implement their plans for graduate study or careers.

#### — *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Director of Academic Advising whose office is located in The Park Center. See pages 56-57 for further details.

### — *Personal Counseling*

Professional counselors are available on campus to talk confidentially with any student who has a personal concern of any kind — social, emotional, or academic. In addition to this service, the counselors also have information about available off-campus resources. Students are encouraged to call the counseling office at any time or to stop by during office hours to schedule an appointment. Counseling Center offices are located on the first floor of Carroll Health Center.

### — *Counseling Center*

The Counseling Center offers individual and group counseling to students with concerns of any kind — social, emotional, or academic — with counselors who are degreed and licensed. All counseling services are free and confidential. In addition to counseling services, the Counseling Center offers Learning Disability and A.D.D. consultation, psychological consultation, and general referral services. The staff also coordinates an outreach program, often with Peer Educators as facilitators. The center also houses a small resource library for students and staff. Students are encouraged to call the counseling office at 829-8427 any time or stop by between 8:00 a.m. and 5:00p.m. to make an appointment. The Counseling Center is located on the first floor of Carroll Health Center.

### — *Freshman Discovery Series and First-Year Experience Class*

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class (IDS 942), intended to help each participant make a successful transition to the academic and personal demands of life as a college student.



## STUDENT ORGANIZATIONS: OPPORTUNITIES FOR INVOLVEMENT

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

### ***Student Government Association***

Executive Committee  
Association of Meredith Commuters  
Elections Board  
Honor Council  
Residence Hall Board  
Senate  
Student Life Committee  
WINGS (Women in New Goal Settings)

### ***Publications***

Publications Board  
*Acorn* (literary magazine)  
*Meredith Herald* (newspaper)  
*Oak Leaves* (yearbook)

### ***Programming Associations***

Campus Activities Board  
Association for Cultural Awareness  
Meredith Entertainment Association  
Meredith International Association  
Meredith Recreation Association

### ***Religious Associations***

Interfaith Council  
Latter-Day Saints Student Association  
Meredith Christian Association

### ***Service Organizations***

Service Council  
Astrotekton Society  
Circle K  
Junior Woman's Club  
Philaretian Society

### ***Class Council***

Freshman Class

Sophomore Class  
Junior Class  
Senior Class

### ***Clubs***

American Society of Interior Design  
Angels for the Environment  
Barber Science Club  
Canaday Math and Computer Science Club  
College Democrats  
College Republicans  
Collegiate Music Educators National Conference  
Colton English Club  
*Die Reblaus* German Club  
Extra Theatre Company  
History and Politics Club  
*La Sorellanza Italiana* Italian Club  
*La Tertulia* Spanish Club  
Law and Justice Careers Forum  
*Le Cercle Francais* French Club  
Mae Grimmer Granddaughters' Club  
Meredith Accounting Association  
Meredith Association for the Education of Young Children  
Meredith College Association of Family and Consumer Sciences  
Meredith College Student Dietetic Association  
Meredith Disabilities Organization  
Meredith Merchandising Majors  
Meredith Video Club  
NC Student Legislature  
Pi Sigma Epsilon  
Psychology Club  
Social Work Club  
Society for Human Resource Management  
Sociology Club  
Student Business Advisory Board  
Student Foundation  
Student NC Association of Educators  
Tomorrow's Business Women  
Watkins Communications Club

### ***Honor Societies***

*Alpha Delta Mu, Alpha Lambda Delta, Alpha Mu Gamma, Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Kappa Nu Sigma, Kappa Omicron Nu, Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon, Psi Chi, Sigma Alpha Iota, Sigma Delta Pi, Silver Shield*



# ACADEMICS:

## PROGRAMS AND REGULATIONS

**M**EREDITH OFFERS THREE UNDERGRADUATE degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A licensure program for teaching is offered in conjunction with all appropriate majors.

The College also offers graduate degrees in business, education, and music: the Master of Business Administration, the Master of Education, and the Master of Music. The Master of Health Administration degree will be available beginning January 1998. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and a Graduate Nutrition Certificate.

### CHOICE OF CATALOGUE

THE CATALOGUE FOR THE YEAR IN WHICH A STUDENT enters Meredith is the catalogue which governs the degree requirements during her period of residency. She may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue.

Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

### DEGREE PROGRAMS

#### — *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted, (2) all courses attempted at Meredith, and (3) all courses attempted at Meredith in her major subject(s).

#### — *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on pages 48-49.

### General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of humankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community,

both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health, physical education, and dance.

- I. Humanities and fine arts.....27-30 credit hours
  - A. English composition .....3-6 credit hours  
Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
  - B. Foreign language .....6 credit hours  
(Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  - C. Literature.....6 credit hours
    1. A 3-hour course in major British authors
    2. A 3-hour course in *English, American, or world literature, or any literature course in a foreign language*
  - D. Religion.....6 credit hours
    1. Religion 100
    2. *Any advanced 3-hour course in religion*
  - E. *Elective* .....6 credit hours  
Must include at least two of the following categories: art; dance (theory or history); music; philosophy; speech; theatre.
- II. Social and behavioral sciences .....12 credit hours
  - A. History of Western Civilization.....3 credit hours
  - B. *Electives* .....9 credit hours  
To be taken from the following categories: economics; cultural geography; history; sociology and anthropology; politics; psychology. Must include two areas other than history.
- III. Mathematics and natural sciences  
minimum of .....13 credit hours
  - A. One laboratory course chosen from  
biology, chemistry, or physics.....4 credit hours
  - B. One course in mathematics .....3 credit hours
  - C. *Electives*.....6 credit hours  
To be taken from two of the following: biology; chemistry; physical geography; physics; or mathematics.

- IV. Health, physical education,  
and dance .....4-6 credit hours  
Must include four hours of activity courses or three hours of activity courses and a course in health or first aid.

- V. Capstone studies  
One Capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional Capstone courses may be taken as pure electives.

*Note: Education methods courses may not be used to satisfy general education requirements.*

### Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 63-164. Substitutions in the requirements for a major may be made by the head of the department in which the major is taken. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Through careful planning, students may complete many majors in three calendar years. Students who are interested in accelerating their studies should consult with their freshman adviser early in their freshman year.

#### *Bachelor of Arts*

American Civilization	Music
Art	Political Studies
Biology	Psychology
Chemistry	Public History
Dance	Religion
Economics	Social Work
English	Sociology
French	Spanish

History  
International Studies  
Mathematics

Speech Communication  
Theatre

### *Bachelor of Science*

Accounting  
Biology  
Business Administration  
Chemistry  
Child Development  
Clothing and Fashion  
Merchandising  
Computer Information  
Systems  
Computer Science

Exercise and Sports Science  
Family and Consumer  
Science  
Foods and Nutrition  
Health Science  
Interior Design  
International Business  
Mathematics  
Medical Technology

### *Bachelor of Music*

Applied Music

Music Education

*Teacher education is described on pages 85-99.*

## **Contract Majors**

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as possible. Normally it should be approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. Departmental — Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.

2. Interdisciplinary — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

## **— Minors**

A student may choose to complete a minor area of

concentration. In general, she is not required to do so. However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

## **— Requirements for the Bachelor of Music Degree**

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 138-140.

## **— Requirements for a Second Baccalaureate Degree, Major or Minor**

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.

2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior. A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required.

## **THE HONORS PROGRAM**

THE HONORS PROGRAM OFFERS THE INTELLECTUALLY gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research pro-

jects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest. In addition, Honors students are invited to participate in Focus on Excellence, a series of on-campus and off-campus cultural events. Details on page 29.

### — *The Honors Curriculum*

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

#### **Prescribed Honors Courses .....7 hours**

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

##### *Honors Writing Course (3 hours)*

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for honors students. This course fulfills the English 111 requirement for graduation.

##### *Honors Laboratory Science (4 hours)*

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options of biology, chemistry, and physics.

#### **Honors Colloquia .....6 hours**

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the

Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

#### **Honors in the Major Field .....6 hours**

To heighten the participant's understanding of the knowledge, skills, and tools of her major discipline, each honors student will complete at least six credit hours of honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field.

#### **Honors Elective .....6 hours**

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses in which the student contracts for honors work and credit
- Independent study.

#### **Honors Thesis or Equivalent Project .....3 hours**

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors director. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curricu-

lumn and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

## **CAREER DIRECTION**

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, human environmental sciences, art, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Meredith Career Center also provides information and advice (*see page 43*).

### **— Pre-Professional Preparation**

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

### **— Medical Technology Program**

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA-approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. (*For specific requirements, see page 72.*)

### **— Nursing Transfer Curriculum**

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who hold an associate degree or diploma in nursing enter Meredith through the re-entry option provided by continuing education (*see page 20*). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with nearby BSN-granting institutions to select appropriate courses. (*For more information, see pages 13 and 58.*)

### **— Physician Assistant Program**

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine of Wake Forest University. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include primary care practice, surgical specialties, emergency services, occupational health, geriatrics, etc. (*For specific requirements, see page 73.*)

### **— Dietetic Internship**

The Dietetic Internship is a post-baccalaureate supervised practice program. Students work for 27 weeks in rotations in clinical nutrition, food service management, and community nutrition. They also complete a three-week enrichment experience of their choice. Students take two three-credit-hour graduate courses: Clinical Nutrition Seminar and Pediatric Nutrition. After successful completion of the Dietetic Internship, the students will be able to take the Registration Examination to become registered dietitian. They will have acquired competence for an entry-level position in clinical nutrition, food service management, or community nutrition.

### **— Professional Communications**

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in photography, creative writing, journalism, business, and computer information science.

Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 100.*)

### — *Criminal Justice Studies*

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. (*For specific requirements, see page 118.*)

### — *Teacher Education*

Meredith College offers state-approved competency-based teacher education programs leading to an initial North Carolina teaching license in elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, physical education (grades K-12), theatre, French, and Spanish; and occupational education: business and office education and family and consumer sciences education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states' agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary education, reading K-12 and English as a Second Language. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

### **School Social Worker**

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the

following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 American Ethnic Relations, and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

### — *Teaching Fellows Program*

The Teaching Fellows Program offers talented North Carolina students, who choose teaching as a first career option, unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program (which includes an Honors thesis) and also directed to participate in selected Focus on Excellence events. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to match the State's monetary contribution. (*For more information about the award, see pages 32.*)

## **CONVOCATION**

CONVOCATIONS FOR THE ENTIRE MEREDITH community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

## **CONTINUING EDUCATION**

AT MEREDITH, A SPECIAL FOCUS IS WOMEN, AGE 23 or older, who wish to begin or resume college work leading to the undergraduate degree, second degree, or second major.

### — *Undergraduate Degree Programs for Women Age 23+*

A woman may enter this program through The Office of Continuing Education through special admission as a student (*see page 20*). This option involves pre-



admission advising and an individually tailored preliminary program.

When the requirements of a preliminary program have been fulfilled, students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

### — *Community Programs*

Community Programs provide opportunities for women, men, and children to enrich their lives through a variety of programs offered each semester, including summer. Courses in the Community Programs award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by business, agencies, and institutions for certification and advancement purposes. Continuing Education programs are open to Meredith College students, faculty, and staff on the same basis as the community at large. Academic credit is available for Meredith College students who participate in the Great Decisions Lecture Series each spring. Teachers who need Teacher Renewal Credit (TRC) take community programs classes to meet the state requirements for maintaining their teaching licenses.

### — *Certificate Programs*

#### **Legal Assistants Program**

Legal assistants, also known as paralegals, are persons with knowledge of the law and legal procedures who work with attorneys in a team approach to law practice. To date, over 600 women have begun careers in the rapidly expanding paralegal field by completing their Legal Assistant Certificate at Meredith.

The Meredith Legal Assistants Program is a professional certificate program for women with a bachelor's degree in any major. It is approved by the American Bar Association and is the only ABA-approved paralegal program in North Carolina which can be completed in a single semester. With full- and part-time schedules, the program attracts both recent college graduates and women seeking a new career direction.

Employment opportunities for legal assistants are varied. While paralegals cannot give legal advice, appear in court, accept a case or set a fee, they perform a wide variety of tasks delegated by the attorney in handling a lawsuit or other legal transaction for a client. A paralegal's specific

job responsibilities differ depending upon the kind of law firm, its size and its specialization.

Meredith Legal Assistants Program graduates work in law firms, corporations and government agencies across North Carolina and beyond. Many have found employment as a paralegal to be a rewarding career in itself. Others have used their training as a springboard to law school, or to careers in such fields as purchasing, human resources, and real estate management.

The Legal Assistants Program is designed for both full-time students and part-time students who hold a full-time job. Students may choose from two schedules:

Two-semester evening schedule: Classes three evenings per week, starting in fall semester and ending in May.

One-semester intensive schedule: Classes three mornings and three evenings per week, January through May.

Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction, connecting students with the real world of law practice. A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Through active placement assistance, over 85% of our graduates find employment within 6 months of completing their studies.

The Meredith Legal Assistants Program is open to women who have earned a bachelor's degree from an accredited college or university. No specific major is required. Admission is competitive and is based on the applicant's past performance and potential for future success in the program and in the paralegal field.

Two of the core courses in the Legal Assistants certificate curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics and are recommended for students considering law school (*see page 122*). Further information about the Legal Assistants Program is available from the Office of Continuing Education at 829-2855.

## **INDIVIDUALIZED OPTIONS**

### — *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to indi-

vidualize and enhance their programs. (See page 63.)

### — *Cooperative Education*

Cooperative education is a program which gives sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments which are evaluated. One to four hours of academic credit is earned for each work experience.

### — *Cooperating Raleigh Colleges*

Meredith, Peace, Saint Augustine's, and St. Mary's Colleges and North Carolina State and Shaw Universities form a consortium through which they provide, ordinarily without extra tuition cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar at Meredith and should secure the approval of her adviser and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

Approval to take courses at a Cooperating Raleigh College is subject to space availability as determined by the host institution.

### — *ROTC Opportunities through Cooperating Raleigh Colleges*

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium.

Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

### — *International Studies*

## SUMMER PROGRAMS

### **Meredith Abroad in Italy, the Czech Republic and England**

Each summer the College offers a course of study in selected foreign countries (currently England, the Czech Republic and Italy) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options.

### **Meredith Abroad — Special Summer Opportunities**

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Mexico, and Spain. The Departments of art, history, and religion have regularly combined to offer students opportunities to study in a wide variety of venues, including France, Greece, Italy, Egypt, Turkey, and eastern Europe.

In the past, the Department of Biology sponsored a program in arctic Russia; and the Department of Education, in New Zealand. The Department of Business regularly sponsors a program in the United Kingdom.

### **Art Program in Italy**

Art students above the freshman level may apply for a five-week program of study in Florence and surrounding Tuscany. Six credits of drawing and painting can be earned, with the option for additional credits for independent study in art history. An additional required credit is earned during spring semester to prepare students for the trip.

## **JUNIOR YEAR ABROAD**

### **Individually-Tailored Semesters**

The Director of Study Abroad works individually with students wishing to spend all or part of their junior year abroad. In addition to studying with institutions in England, Meredith students have enrolled in universities in Scotland, Germany, Costa Rica and Greece—as well as in various locations in Australia.

### **Semester/Year in Madrid, Spain**

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

### **Semester/Year in Angers, France**

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

### **Semester/Year in People's Republic of China**

Meredith is a member of a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the Director of International Studies.

### **— Individual Participation in Programs of Other Institutions**

The director of international studies assists Meredith students in learning about opportunities sponsored by other American colleges and universities and by international institutions for study abroad.

### **Drew University**

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit

for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

### **American University**

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

### **The Washington Center**

Meredith students may elect to participate in an internship or an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any student who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

### **Marymount Manhattan College**

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Dean of Undergraduate Instruction.

### **— Correspondence Credit**

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has

been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

#### — *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for re-admission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

#### **Learning Center**

Meredith College's Learning Center is staffed by Meredith students who have been trained to support other students with one-on-one tutoring in writing, grammar, Spanish, French, and mathematics. Tutors also answer questions related to word processing, library research, and speech writing and delivery. In addition to tutoring, the Center has reference books, handouts, and self-help exercises in grammar and mathematics. Students wishing to make appointments should sign up on the sheet posted outside the entrance at 122 Jones Hall, or call 829-2800 and leave a message on voice mail. The service is free and is not limited to students seeking remedial help. All students are welcome.

#### **SUMMER STUDY**

MEREDITH CONDUCTS A SUMMER SESSION CONSISTING of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

### **ACADEMIC PLANNING AND ADVISING**

#### — *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning. The Advising Program is under the general direction of the Director of Academic Advising.

#### — *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

#### — *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (*pages 47-48*) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the general education requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

### — *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the Dean of Undergraduate Instruction.

### — *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Dean of Undergraduate Instruction. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. Formal commencement programs are held in May and December. Only persons who fully meet the requirements for graduation and are receiving a degree may participate in the formal commencement program. No exceptions are made.

### — *Graduate Examinations*

Students interested in graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through Career Center or at other established testing centers. Other graduate/professional admission test packets are available through Career Services including the MCAT, LSAT, GMAT, DAT, VCAT, PCAT, AHPAT, and others. More information is available from academic advisers or in the Career Center.

### — *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the end of the withdrawal period will receive a W (withdrawal) grade. Beyond that point a final grade will be given for the course except in the case of medical or emergency withdrawals. (See page 59, *Grading System*). All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

### — *Repetition of Courses*

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

### — *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

*The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.*

## CREDIT REGULATIONS

### — *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see page 18. Students in residence should apply directly to the department concerned or to the registrar.

### — *Auditing Courses*

Audits may be arranged on the first class day of the semester or the first day of the class in the case of a class that does not begin on the first day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. If the student withdraws from the course or fails to satisfy the teacher's stated expectations for the audit, the grade of NA will be given.

### **— Residence Credit Requirements**

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 455, 456, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 30 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions. If a transfer enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at regionally accredited four-year colleges.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physician assistant program or medical technology program will complete the last year of her work at Bowman Gray Medical School of Wake Forest University or at Duke Medical School, respectively.

### **— Transfer Credit**

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from nursing schools is 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Meredith credits are recorded in semester hours and are evaluated with letter grades 'A' through 'F' (see page 59 for a complete explanation of the grading system at Meredith) on the 4.0 scale. Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

### **— Credits from Technical, Business, Bible, and Nursing Schools**

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

### **— Credit for Extra-Institutional Instruction**

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining the maximum amount that may be

awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

#### — *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

#### — *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See pages 146-147 for list of ensemble courses.)

#### — *Credit in Physical Education and Dance*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health, Physical Education and Dance, and by the Dean of the College or the registrar. When the general education/physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

### GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing to the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

#### — *Standard Grading*

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.

- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.
- AU The student completed a satisfactory audit.
- NA The student did not complete a satisfactory audit.

#### — *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

#### — *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

### Pass/Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

### General Regulations

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.

3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.

4. A student who changes her major to a department in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.

6. Responsibility for compliance with all rules governing the P/F system rests with the student.

## ACADEMIC RECOGNITION

### — Classification

Each student is classified on the following basis:

<i>Classification</i>	<i>Semester Hours Credit</i>
Freshman.....	1-25
Sophomore.....	26-59
Junior.....	60-89
Senior.....	90 and above

### — Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

### — Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits — all courses taken at Meredith.

2. Total credits — all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

## RECORDS

### — Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.



### — Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. A fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

### SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE COLLEGE, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart\*:

<i>Total Hours Attempted</i>	<i>Minimum Expected Meredith QPR</i>
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer ses-

sions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if re-admitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the Dean of Undergraduate Instruction within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the Dean of Undergraduate Instruction to hear the appeal.

The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

### OFFICIAL WITHDRAWAL

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For Undergraduate Degree Programs for Women Age 23+ students, withdrawal is effected through the Office of Continuing Education. Students who are seeking licensure for teaching (but are not seeking a degree) should withdraw through the Department of Education. Special students should withdraw from the Office of the Registrar. Students failing to make official withdrawal within 60 days of last class attendance forfeit the right of honorable dismissal and financial adjustments.

For the leave of absence policy see page 20.

\* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Financial Assistance.

## Degrees and Majors

Meredith offers three undergraduate degrees — Bachelor of Arts, Bachelor of Music, and Bachelor of Science — with majors in the following areas:

- Accounting
- American Civilization
- Applied Music — *Instrument • Keyboard*
  - *Piano Pedagogy • Voice*
- Art — *Art Education • Art History • Graphic Design • Studio Art*
- Biology — *Environmental Science*
- Business Administration — *Economics*
  - *Finance • Human Resource Management*
  - *Marketing*
- Chemistry
- Child Development
- Clothing and Fashion Merchandising —  
*Design • Merchandising*
- Computer Information Systems
- Computer Science
- Dance — *Dance Education • Performance & Choreography • Private Studio Teaching*
- Economics
- English
- Exercise and Sports Science — *Fitness & Sports Management • Physical Education*
- Family and Consumer Sciences
- Foods and Nutrition — *Food Service Management • Nutrition*
- French
- Health Science
- History
- Interior Design
- International Business
- International Studies
- Mathematics
- Medical Technology
- Music
- Music Education
- Political Studies
- Psychology
- Public History
- Religion
- Social Work
- Sociology
- Spanish
- Speech Communication
- Theatre
- Self-Designed Major

— *Italics denote concentrations available in the major.*

## Minors

Meredith also offers minors in a wide variety of disciplines:

- Accounting
- Biology
- Business Administration
- Chemical Physics
- Chemistry
- Child Development
- Christian Education
- Clothing and Fashion Merchandising
- Computer Science
- Criminal Justice
- Cross-Cultural Skills
- Dance
- Economics
- English
- Family and Consumer Sciences
- Finance
- Foods and Nutrition
- French
- History
- Human Resource Management
- Interior Design
- Management
- Marketing
- Mathematics
- Mathematics/Computer Applications
- Musical Theatre
- Philosophy
- Physical Education (emphases: fitness, teaching, coaching)
- Professional Communications
- Psychology
- Religion
- Sociology
- Spanish
- Speech Communication
- Statistics
- Theatre
- Women's Studies

Licensure programs are offered in School Social Work and Teacher Education. Meredith is a Teaching Fellows institution for the State of North Carolina.

Pre-professional preparation is available in a number of areas, including medicine, dentistry, law, and veterinary medicine.



# COURSES OF STUDY

- Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; courses open to graduate students and by permission to undergraduate students in the 500s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

## SPECIAL STUDIES

SPECIAL STUDIES COURSES ARE AVAILABLE IN ALL departments in the following categories:

### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

### 925 HONORS THESIS

### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

### 940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department in which credit is given.

3. Each course must have the approval of the dean of the College.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P/F options.

## INTERDISCIPLINARY STUDIES

SEVERAL DEPARTMENTS INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

### IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 hours

### IDS 200 WOMEN'S ODYSSEY

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective



in the humanities or in the social sciences.

*Spring*

*3 hours*

(Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

## CROSS-CULTURAL SKILLS MINOR

AN INTERDISCIPLINARY CROSS-CULTURAL SKILLS minor is available. This minor, which will be administered by the Director of International Studies, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from our international studies major/minor in its emphasis on foreign language and on international living, requiring significant measures of each. Each student will work out her individual program in consultation with the International Studies Director (who will be responsible for record keeping) and her adviser.

The requirements for a Cross-Cultural Skills minor are listed below:

1. CAP 950 — Awareness and Discovery or comparable course (3 hours)
2. Approved Study/Work Abroad (minimum eight consecutive weeks)
3. Foreign Language (6 hours in the same language, 300-level or above)
4. Approved Global Perspective Electives (6 hours)
5. Approved International Perspective in the Major (3 hours)
6. Portfolio (1 hour)

## CAPSTONE STUDIES

A CAPSTONE COURSE SERVES AS A CULMINATING experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. While Capstone courses vary in their themes, all share common goals and characteristics. There are three major components:

1. Application of and reflection on critical thinking and communication skills;
2. A holistic overview of scientific and cultural changes in society; and
3. Action directed toward contemporary problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: Minimum 75 credit hours completed at the time of registration.

### CAP 400 HUMAN HORIZONS: PAST AND FUTURE

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

*3 hours*

### CAP 401 LIVING REVOLUTION

This course examines revolutionary developments that have transformed past human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

*3 hours*

### CAP 402 THE POWER OF LITERACY

A course designed to acquaint the student with the social and intellectual implications of literacy. Literacy and illiteracy will be examined in historical, philosophical, scientific, and contemporary contexts. Various types of functional illiteracy will be explored, including computer or technological literacy, mathematical illiteracy (innumeracy), etc. In addition, each student will read a classic work in her own major field, and will participate in discussions of her text with classmates from other disciplines. Students will be required to examine their knowledge, skills, and values in relation to course content and devise a means of acting upon them. There is a strong emphasis throughout the course on synthesis of information and thinking skills. Students completing the course should become more sophisticated readers and listeners.

*3 hours*

**CAP 403 MOTHER EARTH**

This course is an examination of the interactions of humans with and within our natural environment. We will discuss environmental issues such as waste disposal, habitat destruction, and pesticide use, in the context of learning how to critically analyze the problems, consider possible options, and make educated decisions involving these issues. In this regard, we will examine these issues from multiple perspectives, including ecological significance, historical background, political and economic considerations, and societal impact. Students will be encouraged to ask questions and explore issues from the basis of their own concerns, interests, and knowledge. In addition, the relationships between nature and art, literature, and religion will also be studied, and students will be encouraged to examine their own knowledge and skills and clarify their own values regarding nature. Activities such as outdoor trips, reading from classic and contemporary literature, and group action projects will be focused toward understanding how natural processes and human-imposed processes shape our Mother Earth.

*3 hours***CAP 404 CONFLICT AND HUMANITY**

This capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human\* origins. This course will begin with a preliminary exploration of methodologies — both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of nature and nurture in shaping humanity, and the continuing debate over aggression and cooperation in human history. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution.

*3 hours***CAP 405 COMING OF AGE IN THE MILKY WAY**

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from\* their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and ourselves, our values, and our society? What are the limits of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values that will in turn make their actions more conscious

and consistent. (And yes — we will look through telescopes!)

*3 hours***CAP 406 THE MYTHS WE LIVE BY**

This course is an exploration of how we are shaped by the stories we tell, experience, hear, and live by. The intention is to assist students in gaining a better understanding of themselves, others, and the larger world. We will explore universal themes of freedom, pleasure, meaning, fulfillment, and desire through multicultural myths, fairy tales, folk tales, and stories. From these, students will critically examine underlying assumptions of cultural, historical, scientific, and theological world views and their implications from personal to global perspectives. Emphasis is on enabling students to understand the interaction between the stories we tell and how we think and act in our contemporary culture. The course culminates in group action projects. These provide the opportunity for students to identify current cultural myths within both private and public spheres, understand their implications, create a plan of action, and work together to bring about change.

*3 hours*

*Note: Check current registration information for additional course offerings.*

**CENTER FOR WOMEN IN THE ARTS**

MEREDITH IS WIDELY RECOGNIZED AS A CENTER for Women in the Arts operating in an atmosphere of the arts, sciences, and humanities. Whether one is interested in pursuing a career in the arts, or simply likes the excitement visual and performing arts add to campus life, the variety of opportunities available in the arts at Meredith is extraordinary. Meredith offers undergraduate degree programs in the traditional arts areas of Visual Art, Music, Drama, and Dance, as well as Fashion Design and a fully accredited Interior Design program. Meredith has teaching licensure programs in art, music, dance, and drama and two graduate music degree programs. At the heart of education in the arts at Meredith is personal attention and individualized instruction to help each student explore her own artistic potential.

The Meredith calendar is filled with student and professional performances, lectures and exhibits, frequent field trips, and travel study opportunities both in the United States and abroad. With excellent facilities on campus, Meredith students also have access to the cultural resources available in Raleigh, the Capital City, and the entire Research Triangle Region.

## WOMEN'S STUDIES

VARIOUS DEPARTMENTS INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

A minor in Women's Studies is available. For the requirements of this minor, see the listings in the Department of Sociology and Social Work.

## CAREER STUDIES

### CPS 101 CAREER PLANNING FOR FRESHMEN AND SOPHOMORES

This course offers first- and second-year students the opportunity, through interest, skill, and personal assessments, to explore possible choices of major study and career fields. Decision making, goal setting, resume writing, interviewing strategies, and professional development are among the topics presented and practiced. Pass-fail grading only.

1 hour

### CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to specific job-search strategies, and to the concept of career development as a lifelong process. Pass-fail grading only.

1 hour

### COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with or paralleling academic study. Prerequisites: Sophomore standing, 2.0 minimum GPA. Pass-fail grading only. The number of hours credit is determined by the number of hours worked. All work experience must be approved the Cooperative Education Director.

1 to 4 hours

### COE 403 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only. The number of hours credit is determined by the number of hours worked.

1 to 4 hours

## ART

*Professor Bailey, Head; Professor Short; Associate Professor Fitz-Simons, Parker; Assistant Professor Banker; Instructors Mulvaney, Rowland, and Terry; Adjuncts Beatty, Givvines, Pearce, Reuer, Rieder, Samuels, and Springer; Emeritus, Greenberg*

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experience and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. To receive transfer credit, student must get approval from the department head.

All art majors are required to complete a core curriculum of 20 credit hours. The addition of six hours in art history, six hours in studio art, and six elective hours in upper-level studio courses meets the minimum requirement of 38 hours in art for the Bachelor of Arts degree. If the student wishes to pursue specialized development in a particular area of art, she is encouraged to add a concentration in studio art, art history, graphic design, or art education to her art major. Internships are available and encouraged for art majors. Through special studies courses, arranged with individual faculty members, a student may add even greater depth of her program in a particular area of interest. Contract majors in art management, art history, and pre-art therapy are also possible for the student to arrange through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art.

The art department accepts AP credit in both art history and studio art. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through her own life initiatives.

The art department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete core curriculum requirements for a major. All art classes can be taken by the non-degree student on a space available basis through Continuing Education. Contact the art department for further information for all of these policies.

### — Requirements for a Major

#### The Core Curriculum

ART 100 Theory and Practice of Visual Arts .....	2
ART 101 Drawing I .....	3



ART 105 2-D Design .....	3
ART 106 Color Theory .....	3
ART 221 Art History Survey I .....	3
ART 222 Art History Survey II .....	3
ART 493 Senior Seminar .....	2
ART 494 Senior Project .....	1
TOTAL Core Hours .....	20

— *Requirements for a Major in Art with No Concentration*

I. The Core Curriculum .....	20
II. Art History .....	6
ART 324 Topics in Modern (3)	
ART History Elective (3)	
III. Studio .....	12
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
Art Electives (6) (200 level or above)	
TOTAL hours for the major .....	38

### Studio Art

The Studio Art Concentration is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for her entrance into graduate school or into many entry level art positions. The student should begin the concentration by the first semester of the sophomore year in order to avoid delays in graduation and provide time for internships.

*Requirements for a Major in Art with a Concentration in Studio Art:*

I. The Core Curriculum .....	20
II. Art History .....	6
ART 324 Topics in Modern Art History (3)	
Art History Elective (3)	
III. Studio Art Concentration .....	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
Studio Area Concentration (15)	
TOTAL hours for the major .....	47

### Graphic Design

The Graphic Design Concentration combines a background in traditional art media with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

*Requirements for a Major in Art with a Concentration in Graphic Design:*

I. The Core Curriculum .....	20
II. ART 102 Drawing II .....	3
III. Graphic Design Concentration .....	28
A. Required Courses .....	19
ART 140 Introduction to Graphic Communications (3)	
ART 245 Typography and Layout (3)	
ART 248 Techniques of Illustration I (3)	
ART 230 Photography I (3)	
ART 341 Processes and Production (3)	
ART 440 Advertising Design, ART 441 Techniques of Illustration II, or ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1)	
B. Related electives approved by faculty adviser .....	9

(Choose a minimum of 9 hours from the following list.):

ART 231 Photography II (3)	
ART 301 Life Drawing (3)	
ART 330 Photographic Techniques and Processes (3)	
ART 440 Advertising Design (3)	
ART 441 Techniques of Illustration II (3)	
ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1-2)	
(in addition to the required 1 credit hour)	
ART 930 Community Internship (2-4)	
ART 920 Directed Independent Study (1-3)	
TOTAL hours for the major .....	51

### Art History

The Art History Concentration is designed for students who wish to pursue careers where the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art, i.e., museums, community-based arts organizations or commercial arts enterprises.

Art History Concentration requires Modern Art History and 12 additional hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

*Requirements for a Major in Art with a Concentration in Art History:*

I. The Core Curriculum.....	20
II. Studio Art .....	3
ART 107 Three Dimensional Design (3)	
III. Art History .....	15
ART 324 Topics in Modern Art History (3)	
Art history courses beyond the core (12)	
IV. Electives approved by faculty adviser.....	9
TOTAL hours for the major .....	47

### Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to the opportunity for K-12 art licensure in conjunction with the Department of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements.

*Requirements for a Major in Art with a Concentration in Art Education:*

I. The Core Curriculum.....	20
II. Art History.....	6
ART 324 Topics in Modern Art (3)	
Art History Elective (3)	
III. Studio .....	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
ART 210 Painting I (3)	
ART 260 Ceramics I (3)	
ART 265 Sculpture (3)	
ART 270 Fiber or Metal Crafts (3)	
ART 350 Printmaking (3)	
IV. Professional Education.....	32
ART 734 Elementary School Methods (3)	
ART 735 Middle School Methods (3)	
ART 736 High School Methods (3)	
EDU 232 Foundations (3)	
EDU 234 Ed Psych (3)	
PSY 210 or PSY 310 Developmental (3)	
PSY 312 Exceptional (3)	
SOC 335 Ethnic Relations (3)	
EDU 439 Student Teaching (6)	
EDU 441 Audio/Visual (1)	
EDU 471 Reading (1)	
TOTAL hours for the major .....	79

## — Curriculum

### Art History

#### ART 220 TOPICS IN NON-WESTERN ART

Rotating topics focusing on the art from non-western societies, such as India, Japan, China, and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

*Spring* 3 hours

#### ART 221 SURVEY OF WESTERN ART — PREHISTORY-GOTHIC

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period. Open to all students as a humanities and fine arts elective.

*Fall* 3 hours

#### ART 222 SURVEY OF WESTERN ART HISTORY — EARLY RENAISSANCE-PRESENT

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art. Open to all students as a humanities and fine arts elective.

*Spring* 3 hours

#### ART 323 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

*Spring* 3 hours

#### ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Topics are on a three-semester rotation and may be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

*Fall* 3 hours

### Studio Art

*(Studio fees are assessed for most studio courses.)*

#### ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with practical application through studio projects and papers. Careers are discussed by professional artists and designers in their work spaces.

*Fall* 2 hours

**ART 101 DRAWING I**

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.

*3 hours*

**ART 102 DRAWING II**

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. Prerequisite: ART 101. Six studio hours per week.

*3 hours*

**ART 105 TWO-DIMENSIONAL DESIGN**

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.

*3 hours*

**ART 106 COLOR THEORY**

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 101 and ART 105. Six studio hours per week.

*3 hours*

**ART 107 THREE-DIMENSIONAL DESIGN**

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

*3 hours*

**ART 301 LIFE DRAWING**

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit. Six studio hours per week.

*3 hours*

**ART 210 PAINTING I**

An introduction to basic painting techniques and media. Oil and water color are offered in alternating years. May be repeated for credit. Six studio hours per week.

*Fall*

*3 hours*

**ART 310 PAINTING II**

An extension of the concepts and techniques encountered in ART 210 with an emphasis on individual production and experimental techniques. Prerequisite: ART 210. May be repeated for credit. Six studio hours per week.

*Spring*

*3 hours*

**ART 230 PHOTOGRAPHY I**

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week.

*3 hours*

**ART 231 PHOTOGRAPHY II**

An extension of the concepts and techniques encountered in ART 230, with an emphasis on the pursuit of photography as a fine art form. Prerequisite: ART 230. Six studio hours per week.

*Spring*

*3 hours*

**ART 330 PHOTOGRAPHIC TECHNIQUES AND PROCESSES**

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. Prerequisite: ART 230. (ART 231 is not required to take this course.) May be repeated for credit. Six studio hours per week.

*Fall*

*3 hours*

**ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION**

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. No prerequisites.

*3 hours*

**ART 245 TYPOGRAPHY AND LAYOUT**

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Prerequisites: ART 101, 105, and 140. Six studio hours per week.

*Spring*

*3 hours*

**ART 248 TECHNIQUES OF ILLUSTRATION I**

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 101, 105, 106, and either ART 102 or ID 243. Six studio hours per week.

*3 hours*

**ART 341 PROCESSES AND PRODUCTION**

Concepts and technical processes for preparing presentation comps and camera-ready mechanicals for print reproduction will be integrated with typography, layout, and visual presentation skills. Prerequisites: ART 140, 230, 245. Six studio hours per week.

*Fall*

*3 hours*

**ART 440 ADVERTISING DESIGN**

Visual concept generation and design development for persuasive advertising will be the emphasis of this course with further development of skills in visual communication. Prerequisite: ART 341. Six studio hours per week.

*Spring*

*3 hours*

**ART 441 TECHNIQUES OF ILLUSTRATION II**

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 248. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 248 and 341 or permission. Six studio hours per week.

*Spring*

*3 hours*

**ART 442 PUBLICATION DESIGN**

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 105, 106, 140. Six studio hours per week.

*Fall*

*3 hours*

**ART 490 PROFESSIONAL DESIGN STUDIO**

Students will design printed materials within a designer/client relationship, including client interview and interaction, concept, design, presentation, mechanical, and print production supervision. Prerequisite: ART 341 or permission. May be repeated for credit. Six studio hours per week.

*Fall*

*1 hour*

**ART 350 PRINTMAKING I**

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. Prerequisites: ART 101. Six studio hours per week.

*Spring*

*3 hours*

**ART 351 PRINTMAKING II**

Editions produced by incorporating Intaglio and/or relief multi-plate techniques. Six studio hours per week. Prerequisites: ART 101, 102, and 350. May be repeated for credit.

*Spring*

*3 hours*

**ART 260 CERAMICS I**

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week.

*3 hours*

**ART 361 CERAMICS II**

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed on gaining depth of experience and a personal approach. Prerequisite: ART 260. May be repeated for credit. Six studio hours per week.

*Spring*

*3 hours*

**ART 265 SCULPTURE**

An introduction to sculptural concepts through modeling, carving, casting, and assembling media. Prerequisites: ART 101 and 107. Six studio hours per week.

*Spring*

*3 hours*

**ART 270 FIBERS OR METALS**

**Metals:** An introduction to traditional metal techniques. Through design emphasis and direction, students learn the use of tools, equipment, processes, materials, methods, and techniques related to the fabrication of small-scale objects and/or jewelry. The course will cover design layout, pattern-making, sawing, piercing, soldering, finishing, photo-etching, casting, and anodic oxidation. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

*3 hours*

**Fibers:** An introduction to various fabric construction, modification and embellishment techniques, including woven, nonwoven, and surface design processes. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

*Fall*

*3 hours*

**Art Education****ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL PRE-K-5 (for art majors)**

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

*3 hours*

**ART 735 THEORY AND METHODS OF TEACHING ART IN THE MIDDLE SCHOOL 6-8 (for art majors)**

A study of teaching methodologies appropriate for middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

*3 hours***ART 736 THEORY AND METHODS OF TEACHING ART IN THE HIGH SCHOOL 9-12 (for art majors)**

A study of methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

*3 hours***ART 744 ART IN THE ELEMENTARY SCHOOL**

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Integration of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100 or ART 221 or 222.

*2 hours***Senior Requirements****ART 493 SENIOR SEMINAR**

All art majors must complete this course prior to taking senior project. Students will continue research or studio work for their senior project. Seminar topics focus on the profession of art. Prerequisite: three years of art study. If you plan a December graduation, you should register for this class for the fall of the year before.

*Fall**2 hours***ART 494 SENIOR PROJECT**

All senior art majors should register for this course in the last semester of the senior year. The student will produce an exhibition of her art work, prepare a professional design portfolio, or write a research paper on an art-related subject. Graduation is dependent upon successful

demonstration of proficiency and expertise through the completion of this course. Prerequisite: ART 493.

*1 hour***Cross-Listed Courses***Interior Design*

ART 142 —ID 142 History of Architectural Interiors and Furnishings

ART 144 —ID 144 Interior Design I

ART 243 —ID 243 Interior Design Drafting and Presentation Skills

ART 244 —ID 244 Interior Design II

ART 247 —ID 247 Computer-Aided Design

ART 344 —ID 344 Interior Design III

ART 444 —ID 444 Interior Design IV

ART 447 —ID 447 Contract Interior Design

*Clothing and Fashion Merchandising*

ART 315 —CFM 315 History of Costume

ART 415 —CFM 415 Draping

ART 417 —CFM 417 Apparel Design

## BIOLOGY AND HEALTH SCIENCES

*Professor Smith, Head; Professors Grimes and Reid; Associate Professor Swab; Assistant Professors Cuffney and Wolfinger.*

THE DEPARTMENT OF BIOLOGY AND HEALTH SCIENCES meets the needs of the liberal arts student with introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, nutrition, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Goals of the department are as follows:

- to achieve a level of scientific literacy and analytical ability among students which will prepare them to be responsible members of the biosphere,
- to encourage students to apply their knowledge of science to their personal lives and in their role as citizens,
- to encourage students to apply the logic learned in the study of science in developing a sound value system and philosophy.

The Department of Biology and Health Sciences also seeks to provide for its majors and minors a strong academic program in the biological and health sciences, which will prepare them for employment, post-graduate studies, and decision-making roles as informed members of society.

Pre-professional advising for medicine, dentistry, pharmacy, and veterinary medicine is also available in the Department.

### — Requirements for a Major

#### BACHELOR OF ARTS — Biology

Thirty semester hours in biology, 12 semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

##### *Required courses:*

- I. BIO 101, 141, 102, 142, 334, 344, and  
One course from each of the following:  
A. BIO 331 and 341 or 231  
B. BIO 222 and 242 or 214 and 245  
C. BIO 211 and 241, 311 and 346, or 234 and 244  
D. BIO 321 and 345 or 322 and 342
- II. CHE 111, 141, 112, 142, 221, and 241
- III. MAT 211
- IV. Biology electives — 3 hours

\* Students who choose BIO 321 may not choose 322 and 342.

\*\* BIO 436 and 446 is the same course as CHE 436 and 446.

#### BACHELOR OF SCIENCE — Biology

Thirty-six semester hours in biology, 16 semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

##### *Required courses:*

- I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and  
One course from each of the following:  
A. BIO 499 or special studies to total two hours  
B. BIO 321 and 345\* or 436 and 446  
C. BIO 222 and 242 or 214 and 245  
D. BIO 323 and 343 or 322 and 342  
E. BIO 211 and 241, or 311 and 346, or 234 and 244
- II. CHE 111, 141, 112, 142, 221, and 241 and  
One course from:  
CHE 222 and 242 or 436 and 446\*\*
- III. PHY 211, 241, 212, 242
- IV. MAT 211 and  
One course from:  
MAT 212 or 245
- V. Biology electives — 2 hours

#### BACHELOR OF SCIENCE — Biology with concentration in Environmental Science

Thirty-six semester hours in biology, 16 semester hours in chemistry, 8 hours in physics, 3-4 hours in geography, and a minimum of 7 hours in mathematics are required in this concentration.

##### *Required courses at Meredith:*

- I. BIO 101, 141, 102, 142, 211, 241, 222, 242, 234, 244, 331, 341, 334, 344, and 325.
- II. CHE 111, 141, 112, 142, 221, 241, and  
One course from:  
CHE 222 and 242 or 350
- III. PHY 211, 241, 212, 242
- IV. GEO 204 or 236
- V. MAT 211, 245
- VI. Biology electives — 4 hours

#### BACHELOR OF SCIENCE — Medical Technology

Twenty-four semester hours in biology, 16 semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke. (See *General Education Requirements*.)

*Required courses at Meredith:*

- I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and  
One course from each of the following:  
A. BIO 322 and 342 or 321 and 345  
B. BIO 222 and 242 or 214 and 245
- II. CHE 111, 141, 112, 142, 221, and 241 and  
One course from:  
CHE 222 and 242, or 436 and 446
- III. MAT 211  
The student must complete the medical technology program at Duke University Medical Center.

**BACHELOR OF SCIENCE — Health Science**

This program requires twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of 18 hours in one of the following: chemistry, food and nutrition, or psychology. A student must have completed 101 semester hours at Meredith before entering Bowman Gray School of Medicine. She must also have completed a minimum of 1000 hours of clinical experience through community internships, co-op programs, or as a volunteer. (See *General Education Requirements*.)

*Required courses at Meredith:*

- I. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
- II. Concentration of a minimum of 18 hours in one of the following areas:  
CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211, 241, 212, and 242.  
FN 124, 227, 428, 429 and electives to total 18 hours  
PSY 100, 200, 210, 312, 322, and 330

The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

**— Requirements for a Minor**

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

**— Curriculum****BIO 101 GENERAL BIOLOGY I**

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, processes of energy production and utilization, vertebrate physiology and anatomy, and genetics. Three lectures per week.

3 hours

**BIO 141 GENERAL BIOLOGY I LABORATORY**

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Corequisite or Prerequisite: BIO 101. Meets two hours per week.

1 hour

**BIO 102 GENERAL BIOLOGY II**

A continuation of general biology, emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied.

3 hours

**BIO 142 GENERAL BIOLOGY II LABORATORY**

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

1 hour

**BIO 211 PLANT BIOLOGY**

A plant science course which emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as Fungi and algae. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

*Fall, even-numbered years*

3 hours

**BIO 241 PLANT BIOLOGY LABORATORY**

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

1 hour

**BIO 214 PARASITOLOGY**

A comprehensive investigation of protozoan, helminth, and arthropod parasites. Special emphasis is given to those of medical and veterinary importance. For each parasitic organism, consideration will be given to taxonomy, morphology, life cycle, ecology, geographic distribution, host-parasite interaction, and pathology. In addition, the social, cultural, and economic aspects of human parasitic disease are considered. Prerequisites: BIO 101, 141, 102, and

142. BIO 222 recommended. Corequisite: BIO 245. Three lectures per week.

*Spring, odd-numbered years* *3 hours*

#### **BIO 245 PARASITOLOGY LABORATORY**

Students examine prepared slides, living specimens, and preserved specimens of parasitic animals. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: BIO 214. Three laboratory hours per week.

*1 hour*

#### **BIO 222 INVERTEBRATE ZOOLOGY**

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 242. Three lectures per week.

*Spring* *2 hours*

#### **BIO 242 INVERTEBRATE ZOOLOGY LABORATORY**

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Corequisite: BIO 222. Three laboratory hours per week.

*2 hours*

#### **BIO 231 FOUNDATIONS OF GENETICS**

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, and 142 or equivalent. Recommended, MAT 110 or equivalent.

*Fall, odd-numbered years* *3 hours*

#### **BIO 234 PRINCIPLES OF ECOLOGY**

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week.

*Spring* *3 hours*

#### **BIO 244 PRINCIPLES OF ECOLOGY LABORATORY**

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some tech-

niques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week.

*1 hour*

#### **BIO 300 INTRODUCTION TO RESEARCH**

An introduction to the scientific literature, various literature search strategies, experimental design strategies, laboratory recordkeeping, and principles of advanced methodologies. Prerequisite: Consent of instructor.

*1 hour*

#### **BIO 311 HISTOLOGY**

A survey of mammalian tissues and organs at the light and electron microscope level, and a review of the general principles of microscopy and microtechnique. A visual approach to the science is used. Prerequisites: BIO 101, 141, 102, and 142. BIO 321 recommended. Corequisite: BIO 346. Three lectures per week.

*Spring, even-numbered years* *3 hours*

#### **BIO 346 HISTOLOGY LABORATORY**

A light microscope survey of mammalian tissues and organs. Students study a comprehensive set of prepared slides and are responsible for tissue and organ recognition and critical interpretation. Students are introduced to the basics of microscopy and microtechnique. Corequisite: BIO 311. Three laboratory hours per week.

*1 hour*

#### **BIO 321 COMPARATIVE VERTEBRATE ANATOMY**

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.

*Fall* *2 hours*

#### **BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY**

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.

*2 hours*

#### **BIO 322 HUMAN ANATOMY AND PHYSIOLOGY**

Study of the structure and function of the major tissues,



organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.

*Spring* 3 hours

#### **BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY**

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.

1 hour

#### **BIO 331 GENETICS**

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 141, 102, and 142. Recommended, MAT 110 or equivalent. Corequisite for biology majors: BIO 341. Three lectures per week.

*Fall* 3 hours

#### **BIO 341 GENETICS LABORATORY**

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: BIO 331. Three laboratory hours per week.

1 hour

#### **BIO 323 VERTEBRATE PHYSIOLOGY**

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101, 141, 102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

*Fall* 3 hours

#### **BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY**

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.

1 hour

#### **BIO 325 ENVIRONMENTAL SCIENCE**

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 112. Three class hours and three laboratory hours per week.

*Fall, odd-numbered years* 4 hours

#### **BIO 334 MICROBIOLOGY**

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.

*Spring*

3 hours

#### **BIO 344 MICROBIOLOGY LABORATORY**

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.

1 hour

#### **BIO 400 RESEARCH**

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour. Prerequisite: BIO 300 or consent of instructor.

1 to 3 hours

#### **BIO 421 EMBRYOLOGY**

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 441. Three lectures per week.

*Fall, odd-numbered years* 3 hours

#### **BIO 441 EMBRYOLOGY LABORATORY**

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material is used whenever possible, and histological techniques are used for preparation of individual slide sets. Corequisite: 421. Three laboratory hours per week.

1 hour

**BIO 436 BIOCHEMISTRY**

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.

*Spring*

*3 hours*

**BIO 446 BIOCHEMISTRY LABORATORY**

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Corequisite: BIO or CHE 436. Three laboratory hours per week. Also offered as CHE 446.

*1 hour*

**BIO 499 SEMINAR**

May be taken for credit both junior and senior years. Offered for pass-fail grading only.

*Spring*

*1 hour*

**SCI 764 THE TEACHING OF SCIENCE**

A course for students seeking teacher licensure in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week.

*Fall*

*3 hours*

*Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology which may be of interest to biology majors.*

*Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 63.*

**BUSINESS AND ECONOMICS**

*Irving H. Wainwright Professor of Business Oatsvall, Head; Professor Crew; Associate Professors Ammann, Bledsoe, Chappell, Ligon, Spencer, Wakeman and Wessels; Assistant Professors Korenko, Lippard and Shuey; Instructor Hanner; Adjuncts Behrman, Best, Bradshaw, Johnston, Smart, Spanton and Steele.*

THE DEPARTMENT OFFERS A B.S. DEGREE WITH A major in accounting, a B.S. degree with a major in International Business, and a B.S. degree with a major in business administration with concentrations in economics, management, marketing, human resource management, and finance; a B.A. degree with a major in economics; the Master of Business Administration (MBA); and a B.S./M.B.A. option for accounting majors. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

This B.S. degree with a major in business administration with a concentration in management is available during the evenings through Undergraduate Degree Programs for Women Age 23+.

**— Requirements for a B.S. Degree with a Major in Accounting**

Candidates for the Bachelor of Science degree in accounting must take 36 (or 37) hours in the prescribed core and at least 12 additional hours of accounting, business, computer science, or other approved electives.

The core consists of the following courses: ACC 230, 231, 333, 334, 335, 434; BUS 120 (or equivalency test), 346, 366, 490; ECO 210, 211; and MAT 245 (or equivalent).

Electives include: ACC 332, 435, 436, 437, 438; BUS 454 (or 457), 491, 494; and CSC 312.

In the five-year program, Meredith accounting students may begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. The program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required in many states.

**— Requirements for a B.S. Degree with a Major in Business Administration**

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; ACC 230, 231; BUS 346, 366, 490; and MAT 245 (or equivalent).

### Concentrations

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses approved by the department head.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 499 and 18 additional hours from accounting, business and economics courses numbered 300 and above, or related courses approved by the department head. (Note that ECO 374 does not count toward the major.)

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 465, and 499 and 15 additional hours selected from BUS 448, 454, 461, 466, 467, 468, 469, 480, 491, 494, ECO 311, or related courses approved by the department head.

The *Human Resource Management Concentration* provides an opportunity for students to focus on those courses which will strengthen their skills in various areas of human resource management. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 446, 447, 449, 480 (must be a human resource internship), 499 and 6 additional hours chosen from BUS 448, 450, 454, ECO 335, 364, SOC 335 and PSY 422, or related courses approved by the department head.

The *Finance Concentration* permits students to focus on those courses which will develop and strengthen their skills in the areas of finance and to position them for entry-level positions in banking, stock brokerage firms, and mortgage companies. In addition to the core courses, students who elect this concentration must take MAT 211, ACC 332 OR 334, ECO 311, ECO 455, BUS 120,

491, 492, and 499 and 9 elective hours selected from ACC 335, 434, 435, BUS 454, 480, and CSC 312, or related courses approved by the department head.

### — Requirements for a B.S. Degree with a Major in International Business

Candidates for the Bachelor of Science degree in International Business must take 30 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of a language minor.

The core consists of the following courses: ACC 230, 231, 332; BUS 346, 366, 490, 499; ECO 210, 211; and MAT 245 (or equivalent). The elective 21 hours must be as follows: BUS 410, 469; ECO 434; REL 248; GEO 302 or 368; POL 210 or 204; and one course in contemporary area studies, e.g., HIS 308 or HIS 224 (or others as approved). The language minor must be a spoken language.

### Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance, management, marketing, and human resource management; these minors are available to complement majors in other departments only. Courses within the minors may not be taken for pass-fail grading.

The *Accounting Minor* includes a core of ACC 230, 231, 334, 335, and any three electives chosen from ACC 332, 333, 434, 435, 436, 437, 438; or BUS 454 or 457, 491.

The *Business Administration Minor* includes a core of ACC 230, BUS 346, ECO 210, 211, and any three electives chosen from ACC 231, BUS 366, 410, 448, 454, 490, ECO 310 or 311.

The *Economics Minor* includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 335, 364, 434, 435, 455, 456, BUS 461, 490, 491, 492, or 494.

The *Finance Minor* includes a core of ACC 230, 231, BUS 490, 491, ECO 211, and 311, and one elective chosen from ACC 332, 333, 334, 335, BUS 492, 494, ECO 210, 455, or 456.

The *Management Minor* includes a core of ACC 230, BUS 346, 366, 446, 448, ECO 211, and one elective chosen from ACC 231, BUS 384, 410, 466, 468, 469, ECO 210 or 364.

The *Marketing Minor* includes a core of ACC 230, BUS 346, 366, 465, 468, ECO 211, and one elective chosen from ACC 231, BUS 384, 454, 461, 466, 467, 469, ECO 210 or 311.

*The Human Resource Management Minor* includes a core of ACC 230, BUS 346, 446, 447, 449, ECO 211, and one elective chosen from BUS 448, 450 or 480 (must be a human resource management internship).

— **Requirements for B.A. Degree with a Major in Economics**

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

— **Requirements for Master of Business Administration Degree**

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

A special five-year program is available for those majoring in accounting. A qualified student may begin taking graduate classes during her senior year and would complete both the B.S. and the M.B.A. after five years of study. This program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accountants (AICPA) and required in many states.

— **Licensure**

The department offers courses to prepare a student for the Basic Teaching License in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher license pursue a specified series of additional courses. Students seeking licensure should consult the department head.

— **Curriculum**

**Accounting**

**ACC 230 PRINCIPLES OF ACCOUNTING I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

*3 hours*

**ACC 231 PRINCIPLES OF ACCOUNTING II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting; analysis

of financial reports and statements. Prerequisite: ACC 230.  
*3 hours*

**ACC 332 MANAGERIAL ACCOUNTING**

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC 231.  
*3 hours*

**ACC 333 COST ACCOUNTING**

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: ACC 231 and 332 or 334. (ACC 332 is strongly recommended.)

*Spring*

*3 hours*

**ACC 334 INTERMEDIATE ACCOUNTING I**

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate- and long-term obligations; and investments. Prerequisite: ACC 231 with a C or better grade or with instructor's permission.

*Fall*

*3 hours*

**ACC 335 INTERMEDIATE ACCOUNTING II**

A continuation of ACC 334, featuring topics such as income measurement and valuation issues related to stockholders' equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisite: ACC 334 with a C or better grade.

*Spring*

*3 hours*

**ACC 434 FEDERAL TAXATION OF INDIVIDUALS**

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC 231.

*Fall*

*3 hours*

**ACC 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS**

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: ACC 434.

*Spring*

*3 hours*

**ACC 436 SELECTED TOPICS IN ACCOUNTING**

A study of professional presentation and disclosure

requirements related to: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC 335.

*Fall* *3 hours*

#### **ACC 437 ADVANCED ACCOUNTING**

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities and voluntary health and welfare organizations. Prerequisite: ACC 335.

*Fall* *3 hours*

#### **ACC 438 AUDITING**

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: ACC 335 or permission of instructor.

*Spring* *4 hours*

### **Economics**

#### **ECO 210 MACROECONOMIC PRINCIPLES**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

*3 hours*

#### **ECO 211 MICROECONOMIC PRINCIPLES**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

*3 hours*

#### **ECO 310 AGGREGATE ECONOMIC ANALYSIS**

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

*Fall* *3 hours*

#### **ECO 311 PRICE THEORY**

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

*Spring*

*3 hours*

#### **ECO 324 HISTORY OF ECONOMIC THOUGHT**

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

*Fall, odd-numbered years (if sufficient demand)* *3 hours*

#### **ECO 335 GENDER AND THE ECONOMY**

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisite: ECO 211.

*Fall, odd-numbered years* *3 hours*

#### **ECO 364 LABOR ECONOMICS**

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211.

*Fall, even-numbered years* *3 hours*

#### **ECO 374 CONSUMER ECONOMICS**

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS 374.

*3 hours*

#### **ECO 434 INTERNATIONAL ECONOMICS**

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

*Fall, odd-numbered years* *3 hours*

#### **ECO 435 COMPARATIVE ECONOMIC SYSTEMS**

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO 210 and 211.

*Spring, even-numbered years (if sufficient demand)* *3 hours*

#### **ECO 455 MONEY AND BANKING**

A study of contemporary monetary theory and policy,

including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

*Spring* 3 hours

#### **ECO 456 PUBLIC FINANCE**

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

*Spring, even-numbered years* 3 hours

### **Finance**

#### **BUS 490 CORPORATION FINANCE**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 231, and MAT 245.

3 hours

#### **BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT**

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS 490.

*Spring* 3 hours

#### **BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT**

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

*Fall* 3 hours

### **Marketing**

#### **BUS 366 PRINCIPLES OF MARKETING**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

3 hours

#### **BUS 461 CONSUMER BEHAVIOR**

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior.

A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS 366

*Fall* 3 hours

#### **BUS 465 MARKETING RESEARCH**

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent.

*Fall* 3 hours

#### **BUS 466 SALES MANAGEMENT**

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346 and 366.

3 hours

#### **BUS 467 ADVERTISING AND SALES PROMOTION**

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.

3 hours

#### **BUS 468 MARKETING MANAGEMENT AND PLANNING**

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

3 hours

#### **BUS 469 INTERNATIONAL MARKETING**

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS 366.

*Fall, even years* 3 hours

## Management

### BUS 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department. (Not open to junior or senior majors in the Department of Business and Economics.)

*3 hours*

### BUS 120 SPREAD SHEETS

An introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as LOTUS 1-2-3, Excel, or Quatro Pro. Also offered as CIS 120. Pass-fail grading.

*1 hour*

### BUS 346 PRINCIPLES OF MANAGEMENT

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

*3 hours*

### BUS 384 BUSINESS COMMUNICATIONS

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

*3 hours*

### BUS 410 INTERNATIONAL BUSINESS

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210.

*Spring*

*3 hours*

### BUS 446 HUMAN RESOURCE MANAGEMENT

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remunera-

tion; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

*3 hours*

### BUS 447 COMPENSATION AND BENEFITS

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisite: BUS 446.

*3 hours*

### BUS 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: BUS 346.

*3 hours*

### BUS 449 TRAINING AND DEVELOPMENT

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS 446.

*3 hours*

### BUS 450 INDUSTRIAL RELATIONS

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisites: BUS 346 and ECO 364 or permission of instructor.

*3 hours*

### BUS 454 BUSINESS LAW I

An examination of the legal and regulatory environment of business, including ethics and the place of law in society.

*Fall*

*3 hours*

### BUS 457 BUSINESS LAW II

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

*Spring*

*3 hours*

### BUS 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and

concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.

3 hours

#### **BUS 494 DECISION ANALYSIS**

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

*Spring, even-numbered years (if sufficient demand) 3 hours*

#### **BUS 499 BUSINESS POLICY**

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major. Prerequisites: ACC 332 or 334, BUS 346, and senior standing.

3 hours

#### **Other**

#### **BUS 764 TEACHING OF BUSINESS**

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

*Fall*

3 hours

*Additional courses in business and economics are available through the Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 63.*

### **CHEMISTRY AND PHYSICAL SCIENCE**

*Professor Shiflett, Head; Associate Professor Lewis; Assistant Professors Hazard and Powell; Adjunct Base.*

THE OVERALL GOAL OF THE DEPARTMENT OF Chemistry and Physical Science is to provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the natural sciences and which enhance opportunities for employment and/or additional education. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the cooperative education program.

The requirements for minors in chemistry and chemical physics are available in the departmental office.



— *Requirements for a Major***CORE CURRICULUM**

1. CHE 111, 112, 221, 222, 350, 499 (with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

**BACHELOR OF ARTS**

1. Core Curriculum
2. 9 additional hours in chemistry courses numbered 200 or above
3. 3 additional hours in mathematics numbered 200 or above

**BACHELOR OF SCIENCE**

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

— *Curriculum***Chemistry****CHE 111 GENERAL CHEMISTRY I**

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

*Fall* 3 hours

**CHE 141 GENERAL CHEMISTRY LABORATORY I**

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

*Fall* 1 hour

**CHE 112 GENERAL CHEMISTRY II**

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Strongly recommended: MAT 110.

*Spring* 3 hours

**CHE 114 COLLEGE CHEMISTRY**

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry.

Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111, 141.

3 hours

**CHE 142 GENERAL CHEMISTRY LABORATORY II**

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

*Spring* 1 hour

**CHE 221 ORGANIC CHEMISTRY I**

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

*Fall* 3 hours

**CHE 241 ORGANIC CHEMISTRY LABORATORY I**

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221.

*Fall* 1 hour

**CHE 222 ORGANIC CHEMISTRY II**

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

*Spring* 3 hours

**CHE 242 ORGANIC CHEMISTRY LABORATORY II**

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

*Spring* 1 hour

**CHE 300 INTRODUCTION TO RESEARCH**

An introduction to the scientific literature, various literature search strategies, experimental design strategies and advanced laboratory techniques. Prerequisite: CHE 221.

1 hour

**CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY**

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week.

*Spring, even-numbered years* 4 hours

**CHE 400 RESEARCH**

A laboratory experience involving individual or small group participation in an ongoing research project. Three

laboratory hours per week are required for each semester hour credit. Prerequisite: CHE 300 or consent of instructor.

*1 to 3 hours*

#### CHE 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

*1 to 3 hours*

#### CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

*Fall, even-numbered years 3 hours*

#### CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

*Spring, odd-numbered years 3 hours*

#### CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 430 or concurrent registration.

*Spring, odd-numbered years 1 hour*

#### CHE 436 BIOCHEMISTRY

See BIO 436.

*3 hours*

#### CHE 446 BIOCHEMISTRY LABORATORY

See BIO 446.

*1 hour*

#### CHE 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

*Fall, odd-numbered years 3 hours*

#### CHE 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only.

*1 to 2 hours*

## Physics

#### PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

*Spring, even-numbered years 3 hours*

#### PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

*Fall 3 hours*

#### PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

*Fall 1 hour*

#### PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

*Spring 3 hours*

#### PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

*Spring 1 hour*

#### PHY 430 ATOMIC AND MOLECULAR STRUCTURE

See CHE 430.

*Spring, odd-numbered years 3 hours*

## Geography

ONLY GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 208, 236, 302, and 368 may be used for credit toward the general education requirement in the social sciences.

#### GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major land forms. Three class hours and one two-hour laboratory period per week.

*4 hours*

#### GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade.

*Spring, odd-numbered years 3 hours*

**GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY**

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity.

*Fall, odd-numbered years*

*1 hour*

**GEO 236 CONSERVATION OF NATURAL RESOURCES**

Introductory survey of our natural resources: soils, minerals, forests, water, wildlife, public lands and recreational areas. Includes discussions of mounting problems of toxic wastes, energy, air and water pollution, conflicts of interests, and population and food problems. Seminar format.

*Fall, odd-numbered years*

*3 hours*

**GEO 302 ECONOMIC GEOGRAPHY**

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries.

*Fall, even-numbered years*

*3 hours*

**GEO 368 POLITICAL GEOGRAPHY**

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

*Spring, even-numbered years*

*3 hours*

**SCI 764 THE TEACHING OF SCIENCE**

For teacher licensure in science (6-9) or chemistry (9-12). An introduction to the theoretical and practical aspects of teaching science. Safety practice information is given. Emphasis is placed on the importance of demonstration and lab work, on understanding and effectively using objectives, and on individualizing science instruction. May not be counted toward a major.

*3 hours*

*Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 63.*

For COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS see MATHEMATICS AND COMPUTER SCIENCE

For DANCE see HEALTH, PHYSICAL EDUCATION, AND DANCE

**EDUCATION**

*Professor Kratzer, Head; Professors Clay and Johnson; Associate Professors Parker, Southworth, and Weir; Assistant Professors Gleason, Graden, and Heathcoat; Adjuncts Delaney, Dorsey, Joyner, Midgett, Swart, Torgerson, and Willoughby; Administrative Faculty Lee.*

**—Goals and Objectives**

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement, teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

**—Programs Offered**

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education degree leads to a N.C. graduate license in elementary education, English as a Second Language, or reading.

**—Education Programs****Master of Education Degree Program**

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

**Undergraduate Licensure Programs**

A student may choose a teacher education program in addition to her major program of study. Programs are

available for the initial N.C. teacher licensure in elementary education (grades K-6); middle grades education (grades 6-9); language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, Spanish, physical education, and occupational education: business education (grades 9-12) and family and consumer sciences education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.

A. Students who plan to teach

1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
  - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith.
  - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.
2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a

packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

*Note: An applicant's overall grade point average must be 2.50 or above for admission to the program.*

4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Dean of the College by letter.
- B. Students who plan to become school social workers
1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
  2. The registrar will send a copy of the Declaration of Major form to the Department of Education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
  3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Dean of the College by letter.
- II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)
- A. All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the head of the Department of Education.
  - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a pro-

gram of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the head of the Department of Education.

**III. A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.**

**—Requirements for All Licenses and Endorsements**

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary licensure areas. Information on endorsements is available in the Department of Education, from advisers, and in the document Program Goals and Objectives published and distributed annually by the Department of Education.

**PRAXIS and National Teachers Examinations (NTE) Requirements for All Programs**

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS pre-professional skills tests. The minimum score requirements are established by the State Board of Education and *are subject to change*.

During or following the semester of student teaching, students are required to take the Professional Knowledge Test and Specialty Area Test(s) determined by the type of license sought. The minimum score requirements are established by the State Board of Education and are subject to change.

All required examinations may be taken more than once. Minimum score requirements information is available from the Department of Education.

**—Elementary Teacher Education (Grades K-6) Program**

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

- I. General Education Requirements
  - A. The general education requirements of the College
  - B. Within the general education requirements of the College, the following specific requirements:
    - Language arts**.....(9)
      - English composition and grammar:
      - ENG 111, Principles of Writing (3)
      - English Literature—ENG 201, Major British Writers (3)
      - American Literature—ENG 206, Survey of American Literature (3)
    - Social studies**.....(9)
      - HIS 101, The Emergence of Western Civilization, or
      - HIS 102, Modern Western Civilization (3)
      - HIS 214, American History to 1876, or
      - HIS 314, Colonial American History (3)
      - SOC 335, American Ethnic Relations (3)
      - (Prerequisite: SOC 230 or 260 or EDU 232)
    - Psychology**.....(6)
      - PSY 210 Developmental Psychology (3) or
      - PSY 310 Child and Adolescent Psychology
      - (Prerequisite: EDU 234 or PSY 100),
      - PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)
    - Natural science** .....(8)
      - BIO 101, General Biology I (3)
      - BIO 141, General Biology I Laboratory (1)
      - GEO 204, Elements of Physical Geography (4)
    - Mathematics** ..... (6)
      - MAT 130, Exploring with Mathematics, or
      - MAT 245, Statistics I (3)
      - MAT 110, Functions and Graphs, or
      - MAT 120, Finite Mathematics, or
      - Any calculus course (3 or 4)
    - Cultural arts** .....3
      - IDS 100, Appreciation of Fine Arts (3), or
      - ART 221 or 222 and MUS 214
- II. Major Study Program Requirements in an Area Other than Education
- III. Professional Education Requirements for Elementary Education (K-6) Students (37 sem. hrs.)
  - A. **Professional Education, General**.....9
    - EDU 232, Foundations of American Education (3)
    - EDU 234, Educational Psychology (3)
    - EDU 340, Teaching in the Elementary School (3)

**B. Professional Education, Methods.....22**

Prior to the BLOCK semester (last semester of the teacher program):

ART 744, Art in the Elementary School (2) education (Prerequisite: IDS 100 or ART 221 or 222)

HED 744, Health Education in the Elementary School (2)

MUS 744, Music in the Elementary School (2) (Prerequisite: IDS 100 or MUS 214)

ESS 744, Physical Education in the Elementary School (2)

EDU 342, Preservice Practicum (1)

EDU 344, Communication Skills in the Elementary School (3)

EDU 455, Literature in the Elementary School (2)

EDU 456, Mathematics in the Elementary School (2)

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education (1)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 457, Science in the Elementary School (2)

EDU 458, Social Studies in the Elementary School (2)

**C. Professional Education, Practicum.....6**

In the BLOCK semester (last semester of the teacher education program):

EDU 439, Observation and Directed Teaching (6)

**D. Recommendations**

1. It is strongly recommended that EDU 232 and 234 be taken as first courses.
2. It is strongly recommended that EDU 455 be taken early in a student's program.
3. It is strongly recommended that EDU 340 and 344 and 342 be taken during the semester immediately preceding student teaching.
4. Block semester can be either semester of the senior year provided all other professional education courses have been satisfactorily completed.

- IV. An endorsement in French or Spanish may be added to the K-6 license. Contact the Department of Education or the Department of Foreign Language for details.

**—Middle Grades Teacher Education (Grades 6-9) Program**

Students who expect to obtain an initial N.C. license to

teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

**I. General Education Requirements**

A. The general education requirements of the College

B. Within the general education requirements of the College, the following specific requirements:

**Language arts .....9**

English Composition and Grammar:

ENG 111, Principles of Writing (3)

English Literature/ENG 201, Major British Writers (3)

American Literature/ENG 206, Survey of American Literature (3)

**Social studies .....9**

HIS 101, The Emergence of Western Civilization, or

HIS 102, Modern Western Civilization (3)

HIS 215, American History Since 1876 (3)

SOC 335, American Ethnic Relations (3)

(Prerequisite: SOC 230 or SOC 260 or EDU 232 are strongly recommended)

**Psychology .....3**

PSY 312, The Psychology of Exceptional Individuals

(3) (Prerequisite: EDU 234 or PSY 100)

**Natural science .....8**

BIO 101, General Biology I (3)

BIO 141, General Biology I Laboratory (1)

GEO 204, Elements of Physical Geography (4)

**Mathematics .....3**

MAT 110, Functions and Graphs (3), or

MAT 120, Finite Mathematics (3), or

MAT 211, Calculus I (4)

**Cultural arts .....3**

IDS 100, Appreciation of Fine Arts (3), or

ART 221, or 222 and MUS 214

**Health and Physical Education .....2**

HED 100, Contemporary Health Issues (2)

**II. Major Study Program Requirements in an Area Other than Education**

- III. A concentration in communication skills, mathematics, science, or social studies. Middle grades education (6-9) teachers are strongly encouraged to have a second concentration. (see Section V)

**IV. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)****A. Professional Education, General.....9**

Prior to the BLOCK semester (last semester of the teacher education program):

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 350, Teaching in the Middle School (3)

**B. Professional Education, Methods .....9-11**

Prior to, or in, the BLOCK semester (last semester of the teacher education program):

Methods 764 as appropriate to the required concentration (3)

In the BLOCK semester (last semester of the teacher education program):

EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)

EDU 466, Preadolescent and Adolescent Behavior (3)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 471, Reading in the Content Areas (1-3)

**C. Professional Education, Practicum.....6**

In the BLOCK semester (last semester of the teacher education program):

EDU 439, Observation and Directed Teaching (6)

**D. Recommendations**

1. It is strongly recommended that the professional education courses be taken in the order listed above.

2. Block semester can be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

**V. Program Requirements for Middle Grades Teacher Education (6-9)**

**A. Communication Skills .....(6-9)**

1. The general education program requirements of the College

2. The specific requirements within the general education program

3. Major study program in an area other than education

4. Concentration in Communication Skills (25)

ENG 111, Principles of Writing (3)

ENG 201, Major British Authors (3)

ENG 206, Survey of American Literature (3)

ENG 175, Grammar (1)

ENG Literature elective (3)

ENG 358, Advanced Composition:

Expository and Technical (3)

ENG 240 Introduction to Film (3)

EDU 471, Reading in the Content Areas (3)

SPE 225, Fundamentals of Speech (3)

5. Subject area methods

ENG 764, The Teaching of English

**B. Mathematics .....(6-9)**

1. The general education program requirements

of the College

2. The specific requirements within the general education program

3. Major study program in an area other than education

**4. A concentration in mathematics .....19**

MAT 110, Functions and Graphs (3)

MAT 211, Calculus I (4)

MAT 220, Linear Algebra, or MAT 212, Calculus II (3)

MAT 250, Mathematical Reasoning (2)

MAT 245, Statistics I (3)

MAT 334, Modern College Geometry (3)

MAT 910, Topics in Mathematics for Middle Grades (6-9) Licensure (1)

**5. Computer Science.....(3)**

CIS modules (3), or CSC 201, Computer Science with C++ (3)

6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics

**D. Science..... (6-9)**

1. The general education requirements of the College

2. The specific requirements within the general education program

3. A major study program in an area other than education

**4. A concentration in science .....19**

BIO 101, General Biology I (3)

BIO 141, General Biology I Lab (1)

BIO 102, General Biology II (3)

BIO 142, General Biology II Lab (1)

CHE 111, General Chemistry I(3)

CHE 141, General Chemistry I Lab (1)

PHY 204, Principles of Physics (3)

GEO 204, Elements of Physical

Geography (4)

5. Subject matter methods,  
SCI 764, The Teaching of Science

**E. Social Studies .....(6-9)**

1. The general education requirements of the College

2. The specific requirements within the general education program

3. A major study program in an area other than education

**4. A concentration in social studies .....21**

HIS 101, Emergence of Western Civilization, or

HIS 102, Modern Western Civilization (3)

HIS 215, American History Since 1876 (3)

- HIS 224, Introduction to Non-Western Civilization (3)  
 HIS 520, North Carolina History (3)  
 ECO 210, Principles of Economics (3), or  
 ECO 374, Consumer Economics (3)  
 GEO 205, World Regional Geography (3)  
 POL 100, American Political Systems, or  
 POL 210, International Politics (3)
5. Subject matter methods  
 HIS 764, The Teaching of Social Studies
6. In addition to the above, the following courses are strongly recommended:  
 HIS 308, Twentieth Century Europe  
 GEO 368, Political Geography

### **—Secondary Teacher Education (Grades 9-12) Programs**

Students who expect to obtain an initial N.C. license to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation including
  - A. General education requirements to include
    - PSY 312, Psychology of Exceptional Individuals (3)  
 (Prerequisite: EDU 234 or PSY 100)
    - SOC 335, American Ethnic Relations (3)  
 (Students should take EDU 232 first)
  - B. The major study requirements
- II. Additional specialty study requirements for area of certification
- III. Professional Education, General:
  - A. EDU 232, Foundations of American Education (3)
  - B. EDU 234, Educational Psychology (3)
  - C. METHODS 764 (3)
  - D. The BLOCK Courses
    - EDU 438, Field Experiences: Middle Grades and Secondary (1)
    - EDU 439, Observation and Directed Teaching (9-12) (6)
    - EDU 441, Introduction to Audio/Visual Materials (1)
    - EDU 466, Preadolescent and Adolescent Behavior (3)
    - EDU 467, The Secondary School (3)
    - EDU 471, Reading in the Content Areas (1-3)
- IV. Program Requirements for Secondary Teacher Education (9-12)
  - A. Biology Certification

### **Bachelor of Arts, Biology.....30**

- BIO 101, General Biology I (3)  
 BIO 141, General Biology I Lab (1)  
 BIO 102, General Biology II (3)  
 BIO 142, General Biology II Lab (1)  
 BIO 334, Microbiology (3)  
 BIO 344, Microbiology Lab (1)  
 One course from each of the following:  
 BIO 331, Genetics (3), and  
 BIO 341, Genetics Lab (1), or  
 BIO 231, Human Genetics (3)  
 BIO 222, Invertebrate Zoology (2), and  
 BIO 242, Invertebrate Zoology Lab (2), or  
 BIO 214, Parasitology (3), and  
 BIO 245, Parasitology Lab (1)  
 BIO 211, Advanced Plant Science (3), and  
 BIO 241, Advanced Plant Science Lab (1), or  
 BIO 311, Histology (3), and  
 BIO 346, Histology Lab (1), or  
 BIO 234, Principles of Ecology (3), and  
 BIO 244, Principles of Ecology Lab (1)  
 BIO 321, Comparative Anatomy (2), and  
 BIO 345, Comparative Anatomy Lab (2), or  
 BIO 322, Human Anatomy and Physiology (3), and  
 BIO 342, Human Anatomy, and Physiology Lab (1)  
 Plus elective biology hours to total 30

### **Chemistry.....12**

- CHE 111, General Chemistry I (3)  
 CHE 141, General Chemistry I Lab (1)  
 CHE 112, General Chemistry II (3)  
 CHE 142, General Chemistry II Lab (1)  
 CHE 221, Organic Chemistry I (3)  
 CHE 241, Organic Chemistry I Lab (1)

### **Mathematics.....4**

- MAT 211, Calculus I (4)

### **Bachelor of Science, Biology.....36**

- BIO 101, General Biology I (3)  
 BIO 141, General Biology I Lab (1)  
 BIO 102, General Biology II (3)  
 BIO 142, General Biology II Lab (1)  
 BIO 331, Genetics (3)  
 BIO 341, Genetics Lab (1)  
 BIO 334, Microbiology (3)  
 BIO 344, Microbiology Lab (1)  
 One course from each of the following:  
 BIO 499, Seminar (2), or  
 Special Studies (2)  
 BIO 321, Comparative Anatomy (2), and



BIO 345, Comparative Anatomy Lab (2), or  
 BIO 436, Biochemistry (3), and  
 BIO 446, Biochemistry Lab (1)  
 BIO 222, Invertebrate Zoology (2), and  
 BIO 242, Invertebrate Zoology (1), or  
 BIO 214, Parasitology (3), and  
 BIO 245, Parasitology Lab (1)  
 BIO 323, Vertebrate Physiology (3), and  
 BIO 343, Vertebrate Physiology Lab (1), or  
 BIO 322, Human Anatomy and  
 Physiology (3), and  
 BIO 342, Human Anatomy and  
 Physiology Lab (1)  
 BIO 211, Advanced Plant Biology (3), and  
 BIO 241, Advanced Plant Biology Lab (1), or  
 BIO 311, Histology (3), and  
 BIO 346, Histology Lab (1), or  
 BIO 234, Principles of Ecology (3), and  
 BIO 244, Principles of Ecology Lab (1)  
 Plus elective biology hours to total 36  
 Students who choose BIO 321 and 345 may  
 not choose BIO 322 and 342.

#### **Chemistry.....16**

CHE 111, General Chemistry I (3)  
 CHE 141, General Chemistry I Lab (1)  
 CHE 112, General Chemistry II (3)  
 CHE 142, General Chemistry II Lab  
 CHE 221, Organic Chemistry I (3)  
 CHE 241, Organic Chemistry I Lab  
 CHE 222, Organic Chemistry II (3)  
 CHE 242, Organic Chemistry II Lab (1)

#### **Physics.....8**

PHY 211, General Physics I (3)  
 PHY 241, General Physics I Lab (1)  
 PHY 212, General Physics II (3)  
 PHY 242, General Physics II Lab (1)

#### **Mathematics.....7-8**

MAT 211, Calculus I (4)  
 MAT 212, Calculus II (4), or  
 MAT 245, Statistics (3)

#### **B. Chemistry Licensure**

#### **Bachelor or Science, Chemistry.....36**

CHE 111, General Chemistry I (3)  
 CHE 141, General Chemistry I Lab (1)  
 CHE 112, General Chemistry II (3)  
 CHE 142, General Chemistry II Lab (1)  
 CHE 221, Organic Chemistry I (3)  
 CHE 241, Organic Chemistry I Lab (1)  
 CHE 222, Organic Chemistry II (3)  
 CHE 242, Organic Chemistry II Lab (1)  
 CHE 350, Quantitative Analytical Chemistry (4)

CHE 400, Research (1)  
 CHE 420, Chemical Thermodynamics and  
 Kinetics (3)  
 CHE 430, Atomic and Molecular Structure (3)  
 CHE 499, Chemistry Seminar (1)  
 CHE Electives (8)

#### **Mathematics.....14**

MAT 211, Calculus I (4)  
 MAT 212, Calculus II (4)  
 MAT 220, Linear Algebra (3)  
 MAT 354, Differential Equations (3)

#### **Physics.....8**

PHY 211, General Physics I (3)  
 PHY 241, General Physics I Lab (1)  
 PHY 212, General Physics II (3)  
 PHY 242, General Physics II Lab (1)

#### **Biology.....3**

BIO 101, General Biology I (3)

#### **Bachelor of Arts, Chemistry.....30**

CHE 111, General Chemistry I (3)  
 CHE 141, General Chemistry I Lab  
 CHE 112, General Chemistry II (3)  
 CHE 142, General Chemistry II Lab (1)  
 CHE 221, Organic Chemistry I (3)  
 CHE 241, Organic Chemistry I Lab  
 CHE 222, Organic Chemistry II (3)  
 CHE 242, Organic Chemistry II Lab (1)  
 CHE 350, Quantitative Analytical Chemistry (4)  
 CHE 499, Seminar (1)  
 Chemistry Electives (8)

#### **Mathematics.....8**

MAT 211, Calculus I (4)  
 MAT 212, Calculus II (4)

#### **Physics.....8**

PHY 211, General Physics I (3)  
 PHY 241, General Physics I Lab (1)  
 PHY 212, General Physics II (3)  
 PHY 242, General Physics II Lab (1)

#### **C. English Licensure.....39**

ENG 111, Principles of Writing (3)  
 ENG 175, Grammar (1)  
 ENG 201, Major British Authors (3)  
 ENG 202, Development of English Literature (3)  
 ENG 206, Survey of American Literature (3)  
 ENG 240, Introduction to Film (3)  
 ENG 275, Techniques of Literary Research (1)  
 ENG 330, African-American Writers (3)  
 ENG 351, Old English (3)  
 ENG 358, Advanced Composition (3)  
 ENG 375, Research Project (1)

- One course in world literature which is not American or British
- In addition, prospective teachers must take:
- One seminar (ENG 357, 359, or 498)
  - One course in Shakespeare (ENG 355 or 356)
  - One course in 18th or 19th century (ENG 340, 365, 367, or 368)
  - One course in 20th century (ENG 345, 364, or 370)
- Prospective teachers are strongly urged to take one course in speech or theatre.

#### D. Mathematics Licensure

#### Mathematics .....34

- MAT 110, Functions and Graphs (3)
- MAT 211, Calculus I (4)
- MAT 212, Calculus II (4)
- MAT 220, Linear Algebra (3)
- MAT 245, Statistics I (3)
- MAT 250, An Introduction to Mathematical Reasoning (2)
- MAT 313, Calculus III (3)
- MAT 321, Modern Abstract Algebra (3)
- MAT 334, Modern College Geometry (3)
- MAT 340, Mathematical Probability and Statistics (3)

From the following courses, prospective teachers must take 3 hours:

- CIS modules (3)
- CSC 201, Computer Science I with C++ (3)

#### E. Social Studies Licensure

#### History Knowledge .....21

- HIS 101, The Emergence of Western Civilization, or
- HIS 102, Modern Western Civilization (3)
- HIS 200, Introduction to Latin American History, or
- HIS 224, Introduction to Non-Western Civilization (3)
- HIS 214, American History to 1876, or
- HIS 215, American History Since 1876 (3)

History electives:

- HIS 302, English History Since 1485 (3)
- HIS 304, Greek and Roman History (3)
- HIS 307, Age of Renaissance and Reformation (3)
- HIS 308, Twentieth Century Europe (3)
- HIS 310, Modern China (3)
- HIS 313, Victorian America (3)
- HIS 314, Colonial American History (3)
- HIS 319, Contemporary American History Since 1945 (3)
- HIS 325, Asian Civilization (3)

- HIS 330, U.S. and World History (3)
- HIS 333, History of the South (3)
- HIS 520, History of North Carolina (3)

#### Social Science Knowledge .....21

*From three different disciplines, students are required to select three courses from the recommended courses below:*

Recommended Courses:

- ECO 210, Macroeconomic Principles (3), or
- ECO 374, Consumer Economics (3)
- GEO 368, Political Geography (3)
- POL 100, American Political System (3)
- SOC 230, Principles of Sociology (3), or
- SOC 335, American Ethnic Relations (3)

Social Science electives:

- ECO 211, Microeconomic Principles (3)
- GEO 205, World Regional Geography (3)
- GEO 302, Economic Geography (3)
- POL 303, Contemporary American Politics, or
- POL 210, International Politics (3)
- SOC 260, Cultural Anthropology (3)
- SOC 231, Social Problems (3)

Or electives from anthropology, economics, human geography, politics, or sociology.

#### —Occupational Teacher Education Programs

Students who expect to obtain an initial N.C. license to teach business or home economics must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation, including:
  - A. General education requirements to include
    - PSY 312, Psychology of Exceptional Individuals (3)  
(Prerequisite: EDU 234 or PSY 100)
    - SOC 335, American Ethnic Relations (3)
  - B. The major study requirements
- II. Minimum semester hours in the occupational education certification subject areas:
  - A. Business and Office courses,  
semester hours .....39
  - B. Family and Consumer Sciences courses,  
semester hours .....48
- III. Minimum semester hours in professional education and related courses:
  - A. EDU 232, Foundations of American Education (3)
  - B. EDU 234, Educational Psychology (3)
  - C. METHODS 764 (3)
  - D. The BLOCK Courses
    - EDU 438, Field Experiences:  
Middle Grades and Secondary (1)
    - EDU 439, Observation and Directed Teaching  
(9-12) (6)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 466, Preadolescent and Adolescent Behavior (3)

EDU 467, The Secondary School (3)

EDU 471, Reading in the Content Areas (1-3)

#### IV. Courses in Business Education

##### A. Business and Office Education

1. Basic Business Licensure .....57  
*These courses include a prescribed core of 24 hours, a concentration in management of 24 hours, and additional courses to meet the competencies for licensure.*

##### Core

ECO 210, Principles of Macroeconomics (3)

ECO 211, Principles of Microeconomics (3)

BUS 230, Accounting Principles I (3)

BUS 231, Accounting Principles II (3)

BUS 346, Management Principles (3)

BUS 366, Marketing Principles (3)

BUS 490, Corporate Finance (3)

MAT 245, Statistics I (or equivalent) (3)

##### Concentration

BUS 332, Managerial Accounting (3)

BUS 499, Business Policy (3)

BUS 384, Business Communication (3)

BUS 454, Business Law (3)

BUS 480, Business Internship (3)

Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311, 364, 455 (9)

##### Requirements not counted in major

Keyboard proficiency

ECO 374, Consumer Economics (3)

CIS modules (3), or CSC 201 Computer Science I with C++ (3)

##### B. Family and Consumer Sciences Education

1. General education program requirements to include:

PSY 312, Psychology of Exceptional Individuals (3)

(Prerequisite: EDU 234 or PSY 100)

3 hours of computer modules (CIS series)

SOC 335, American Ethnic Relations (3)

2. A major study program in Family and Consumer Sciences and

**Child Development.....9**  
 CD 234, Preschool Child (3)  
 CD 335, Marriage and Family Relationships (3)  
 CD 436, Preschool Administration (3)

**Clothing and Fashion Merchandising .....6**  
 CFM 115, Beginning Clothing Construction (3)  
 CFM 418, Textiles (3)

**Foods and Nutrition .....12**

FN 124, Principles of Food (3)

FN 326, Meal Management (2)

FN 227, Nutrition (3)

FN 327, Institutional Foods (3)

FN 328, Food Service Equipment (1)

**Interior Design and Housing .....6**

ID 245, Housing (3)

ART 144, Interior Design I (3)

**Consumer Resource Management .....6**

FCS 355, Family Resource Management (3)

FCS/ECO 374, Consumer Economics (3)

FCS 765, Methods of Teaching Family and Consumer Sciences

HED 100 Contemporary Health Issues

FCS 499, Professional Symposium (1)

Additional Hours (6)

Students must select 3 hours of additional electives from

CD 438, Parent Education

CFM 316, Tailoring

CFM 417, Apparel Design

ID 246, Interior Design Materials

3. Additional Professional Education

EDU 350, Teaching in The Middle School.

#### —School Social Worker Program

Students may wish to earn the N.C. school social worker license. Program requirements for school social work personnel follow:

1. General education program requirements to include:

PSY 312, Psychology of Exceptional Individuals (3)

(Prerequisites: EDU 234 or PSY 100)

SOC 335, American Ethnic Relations (3)

2. Specific requirements for Social Work major

**Specified Liberal Arts Courses .....12**

(May also count toward general education requirements)

BIO 101, General Biology I (3)

SOC 230, Principles of Sociology (3)

PSY 100, General Psychology (3)

POL 100, American Political System (3)

**Social Work Courses.....37**

SWK 241, Social Work as a Profession (3)

SWK 302, Social Policy Analysis (3)

SWK 304, Generalist Practice with

- Individuals (3)
- SWK 305, Generalist Practice with Families (3)
- SWK 307, Human Behavior for Social Work Practice: Infancy Through Childhood (3)
- SWK 308, Human Behavior for Social Work Practice: Adolescence Through Aging (3)
- SWK 309, Research Principles and Statistics for Social Work Practice (3)
- SWK 310, Evaluation of Practice (1)
- SWK 401, Social Work Practice with Organizations and Communities (3)
- SWK 402, Social Work Field Experience (In Public School Setting) (10)
- SWK 403, Field Instruction Seminar (2)
- 3. Professional Education.....9**
  - EDU 232, Foundations of American Education (3)
  - EDU 234, Educational Psychology (3)
  - SWK 405, School Social Work (3)

**—Special Subject Area Teacher Education (Grades K-12) Programs**

- I. Art (K-12)
  - A. General education program requirements
- Humanities and Fine Arts.....22-27**
  - English Composition (3-6)
  - Foreign Language (6)
  - Literature (6)
  - A three-hour course in major British authors, and
  - A three-hour course in English, American, or world literature, or
  - Any literature course in a foreign language
  - Religion (6)
  - A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
  - Fine Arts (1-3)
  - Chosen from one or more of the following categories: dance (theory or history), music, philosophy, speech, theatre
- Social and Behavioral Sciences.....12**
  - HIS 101, The Emergence of Western Civilization (3), or
  - HIS 102, Modern Western Civilization
  - PSY 210, Developmental Psychology, or
  - PSY 310, Child and Adolescent Development (3)
  - PSY 312, The Psychology of Exceptional Individuals (3)
  - SOC 335, American Ethnic Relations (3)

**Mathematics and Natural Sciences.....13**

- One laboratory course chosen from biology, chemistry, or physics (4)
- One course in mathematics (3)
- Electives (6)
- Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics

**Health and Physical Education.....4-5**

- Must include four activity courses, or
- Three activity courses and a two-hour course in health or first aid

**B. The Art Core Curriculum .....20**

- ART 100, Theory and Practice of Visual Arts (2)
- ART 101, Drawing I (3)
- ART 105, 2-D Design (3)
- ART 106, Color Theory (3)
- ART 221, Art History Survey I (3)
- ART 222, Art History Survey II (3)
- ART 493, Senior Seminar (2)
- ART 494, Senior Project (1)

**C. Other Required Art Courses .....27**

- ART 102, Drawing II (3)
- ART 107, Three-Dimensional (3)
- ART 210, Beginning Painting (3)
- ART 260, Ceramics (3)
- ART 265, Sculpture (3)
- ART 270, Fiber Crafts or Metal Crafts (3)
- ART 324, Topics in Modern Art History (3)
- ART 350 or ART 351, Printmaking (3)
- Art History elective (3)

**D. Professional Education Courses.....23**

- ART 734, Theory and Methods of Teaching Art Pre-K-5 (3)
- ART 735, Theory and Methods of Teaching Art 6-8 (3)
- ART 736, Theory and Methods of Teaching Art 9-12 (3)
- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)
- EDU 441, Introduction to Audio/Visual Materials (1)
- EDU 439, Observation and Directed Teaching (6)
- EDU 471, Reading in the Content Areas (1)

**II. Dance (K-12)**

- A. All College requirements for graduation.
  - 1. General Education requirements to include:
    - PSY 210 or 310, Developmental Psychology (3)
    - PSY 312, Psychology of Exceptional Individuals (3)

SOC 335, American Ethnic Relations (3)	
2. Major study requirements	
B. Dance License Requirements (K-12)	
<b>Core Courses</b> .....	<b>33</b>
DAN 150, Perspectives in Dance (1)	
DAN 159, Movement Improvisation (2)	
DAN 250, Movement Fundamentals (2)	
DAN 255, Movement Fundamentals Lab (1)	
DAN 200, Dance Appreciation (3)	
DAN 256, Composition I, (3)	
DAN 359, Dance History (3)	
<b>Dance Technique: ..Total of 10 hours to include</b>	
DAN 152, Folk and Square (1)	
DAN 253/353, Modern II, III and/or IV (4)	
DAN 251/351, Ballet II, III and/or IV (2)	
DAN 254/354, Jazz II, III and/or IV (1)	
Dance Electives Level II, III or IV (2)	
BIO 322/342, Human Anatomy and Physiology (4)	
HED 282, Prevention and Care of Movement Injuries (1)	
ESS 482, Kinesiology (3)	
Licensure Concentration Required Courses	
DAN 355, Creative Arts Touring Company (1)	
DAN 357, Creative Arts Touring Company/Assistantship (1)	
DAN 356, Composition II (3)	
THE 246, Lighting and Sound (3)	
DAN 257, Music for Dance (2)	
DAN 352, Dance Repertory (2)	
CIS Modules (3)	
<b>Professional Education</b> .....	<b>24</b>
EDU 232, Foundations of American Education (3)	
EDU 234, Education Psychology (3)	
DAN 761, Theory/Methods of Teaching Dance, K-6 (3)	
DAN 762, Theory/Methods of Teaching Dance, 7-12 (3)	
DAN 763, Reflective Teaching (3)	
EDU 438, Field Experience (1)	
EDU 441, Introduction to Audio/Visual Materials (1)	
EDU 471, Reading in the Content Area (1)	
EDU 439, Observation and Directed Teaching (6)	

III. Music (K-12)	
A. All college requirements for graduation.	
B. Program Requirements for Music Education (K-12)	
<i>Also fulfills General Education requirements</i>	
<b>Liberal Arts and Sciences</b> .....	<b>42</b>
English Composition (3)	
Major British Writers (3)	
Foreign Language (6)	
(Students will be placed at the appropriate level by the Department of Foreign Languages)	
Religion (6)	
A three-hour introduction to biblical literature and history and one advanced three-hour course in religion	
History of Western Civilization, 101 or 102 (3)	
American Ethnic Relations, Sociology 335 (3)	
Psychology of the Exceptional Individual (3)	
Mathematics (3)	
Lab Science (select from Biology, Chemistry, Physics) (4)	
Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)	
Electives in Liberal Arts and Sciences (4)	
<b>Music and Professional Education</b> .....	<b>83</b>
Theory 100, 101, 202, 203 (12)	
Ear Training 150, 151, 252, 253 (4)	
Keyboard 140, 141, 242, 243 (4)	
Music Literature 215 (2)	
Music History 310, 311, 312, 313 (8)	
Winds and Percussions 070 (4)	
String Instruments 060 (2)	
Guitar Lab 068 (1)	
Instrumentation 304 (1)	
Choral Arranging 308 (2)	
Conducting 300, 301 (4)	
Principal Applied Study (14)	
Second Applied Study(ies) (3)	
Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective	
Graduation Recital 491 (1)	
Keyboard Proficiency Materials and Methods, Elementary 720 (2)	
Materials and Methods, Middle 721 (2)	
Materials and Methods, Secondary 722 (2)	
Educational Psychology (3)	
Foundations of American Education (3)	
Student Teaching 439 (Block) (6)	
Electives in Music, Professional Education, or Psychology (0-2)	

\* Also fulfills the General Education Requirements.

Reading, Education 344 or 471 (1-3)  
 EDU 441, Introduction to Audio/Visual  
 Materials (1)

- C. Instrumental Emphasis can be obtained by making  
 the following amendments to the above program:

MUS 060, String Instruments (3 hours)  
 MUS 306, Orchestration (2) substituted for  
 MUS 308, Arranging  
 MUS 302, Conducting (2) substituted for  
 MUS 301, Conducting  
 MUS 723, Materials and Methods -  
 Instrumental (2) substituted for MUS 722

#### IV. Physical Education (K-12)

- A. All college requirements for graduation

1. General Education requirements include:  
 PSY 210, Developmental Psychology (3) or  
 PSY 310, Psychology of Children and  
 Adolescents  
 SOC 335, American Ethnic Relations (3)

2. Physical Education Licensure Requirements  
 Core Curriculum

HED 100, Contemporary Health Issues (2)  
 HED 200, First Aid (2)  
 HED 282, Prevention and Care of  
 Injuries (1)

BIO 322, Human Anatomy and  
 Physiology (3)

BIO 342, Human Anatomy and Physiology  
 Lab (1)

DAN 250, Movement Fundamentals (2)

ESS 200, Foundations of Physical  
 Education, Sport and Fitness (3)

ESS 300, Issues and Management of Sport  
 and Physical Education (3)

ESS 355, Movement Concepts and Skill  
 Development (4)

ESS 420, Assessment in Physical Education,  
 Sport and Fitness (3)

ESS 482, Kinesiology (3)

ESS 485, Exercise Physiology (3)

ESS 486, Exercise Prescription  
 Laboratory (1)

Four additional PED/DAN Activity  
 Electives approved by department.

CIS modules, 3 approved by department

Licensure Concentration

Skill Acquisition — four additional Physical  
 Education/Dance Activity electives  
 approved by the department and to include:

PED 152, Folk and Square Dance (1)  
 PED 120, 121, 122, or 125 (aerobic

activities) (1)

PED 124 or 127 (strength training) (1)

PED 141, 142, 143, 241, 241, 243, 246,  
 or 346 (individual sports activities) (1)

ESS 210, Selected Sports Activities (1)

Teaching Physical Education

ESS 744, Physical Education in the  
 Elementary School (2)

ESS 275, Elementary Games and  
 Activities (1)

ESS 745, Teaching Physical Education in  
 the Middle and Secondary School (3)

ESS 746, Teaching Physical Education for  
 Individuals with Special Needs (3)

Professional Education

EDU 232, Foundations of American  
 Education (3)

EDU 234, Educational Psychology (3)

EDU 438, Field Experiences (1)

EDU 441, Introduction to Audio/  
 visual (1)

EDU 471, Reading in the Content  
 Areas (1)

EDU 439, Observation and Directed  
 Teaching (6)

#### V. Theatre (K-12)

- A. All college requirements for graduation

1. General Education requirements include:  
 PSY 210 or 310, Developmental  
 Psychology (3)

PSY 312, Psychology of Exceptional  
 Individuals (3)

SOC 335, American Ethnic Relations (3)

- B. Theatre Licensure Requirements (K-12)

THE 114, Introduction to Theatre (3)

THE 224, Basic Acting (3)

THE 214, Creative Dramatics (3)

THE 247, Costume and Makeup

SPE 150, Voice and Articulation (3)

ENG 350, Topics in Drama or ENG 355 or 356,  
 Shakespeare (3) *Must be approved by adviser*

THE 425, Directing (3)

THE 495, Seminar in Musical Theatre (3)

THE 245, Stagecraft (3)

THE 316 and 317, History (6)

THE 490, Project: area of specialization (3)

At least three of the following:

THE 233 Lights; 237 Stage Management; 239 Sets  
 & Props; 241 Publicity/Box Office (1 credit hour  
 each)

DAN 159, Movement Improvisation

IDS 100, Appreciation of Fine Arts; or MUS 214, Music Appreciation; and any Art History (3)

C. Professional Studies

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 471, Reading in the Content Area (1)

EDU 441, Introduction to Audio-Visual Materials (1)

EDU 455, Literature in Elementary School (2)

THE 735, Methods of Teaching Theatre K-12 (3)

EDU 438, Field Experiences: Middle and Secondary (1)

EDU 439, Observation and Directed Teaching (6)

V. French, Spanish (K-12)

A. All College requirements for graduation

1. General Education requirements to include:

PSY 210 or 310\*, Developmental Psychology (3)

PSY 312\*, Psychology of Exceptional Individuals (3)

SOC 335\*, American Ethnic Relations (3)

2. Major study requirements

B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty-two credit hours are required to receive a B.A. degree in French and/ or Spanish.

*French*

FRE 103, Structural French, and

FRE 205, Intermediate French, or

FRE 205, Intermediate French I, and

FRE 206, Intermediate French II

FRE 304, French Civilization

FRE 305, Phonetics and Phonology

FRE 306, Advanced Grammar, Composition and Linguistics

FRE 307, Advanced Conversation

FRE 364, French Literature to 1789

FRE 365, French Literature from 1789 to the Present.

FRE 350, Seminar (2 semesters)

The remaining six credit hours may be chosen from:

FRE 301, Business French

FRE 308, Francophone Literature

FRE 309, French Women Writers

FRE 394, Seminar in 17th Century

FRE 395, Seminar in 18th Century

FRE 396, Seminar in 19th Century

FRE 397, Seminar in 20th Century

FRE 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

*Spanish*

SPA 103, Structural Spanish, and

SPA 205, Intermediate Spanish I, or

SPA 205, Intermediate Spanish I, and

SPA 206, Intermediate Spanish II

SPA 303, Civilization of Spain, or:

SPA 304, Spanish American Civilization

SPA 305, Phonetics and Phonology

SPA 306, Advanced Grammar, Composition and Linguistics

SPA 307, Advanced Conversation

SPA 308, Readings in Hispanic Literature

SPA 364, Spanish Literature to 1800

SPA 365, Spanish Literature from 1800 to the Present

SPA 366, Spanish-American Literature to 1875

SPA 367, Spanish-American Literature from 1875 to Present

SPA 350, Seminar (2 semesters)

SPA 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Occasionally, students may satisfy the literature requirement with one of the following:

SPA 368, Modern Spanish Drama

SPA 369, Modern Spanish Prose, Poetry

900 level courses in French and Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

C. Professional Education Requirements

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

FL 763, Elementary and Middle School Language Methods (2)

FL 764, Secondary Language Methods (2)

EDU 438, Field Experience (1)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 466, Preadolescent, Adolescent Behavior (3)

EDU 467, The Secondary School (3)

EDU 471, Reading in Content Areas (1)

EDU 439, Observation and Directed Teaching (6)

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\* Also fulfills the General Education Requirements.

## —Curriculum

**Education Courses**

Foundations of American Education, EDU 232, should be the first course taken in the professional sequence. Educational Psychology is strongly recommended as a prerequisite to all methods courses.

**EDU 232 FOUNDATIONS OF AMERICAN EDUCATION**

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class.

*3 hours***EDU 234 EDUCATIONAL PSYCHOLOGY**

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time.

*3 hours***EDU 340 TEACHING IN THE ELEMENTARY SCHOOL**

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies.

*3 hours***EDU 342 PRESERVICE PRACTICUM**

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. Some school observations will be required within the scheduled time period. Corequisite: EDU 344.

*1 hour***EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL**

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required.

*3 hours***EDU 350 TEACHING IN THE MIDDLE SCHOOL**

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Public school observations required.

*Spring**3 hours***EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES**

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail.

*1 hour***EDU 439 OBSERVATION AND DIRECTED TEACHING**

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels

Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business.

Weekly seminars are arranged. Fee \$250.00. Block course. Pass-fail grading only.

*6 hours***EDU 440 SEMINAR IN EDUCATION**

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only.

*1 hour***EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS**

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course. Pass-fail grading only.

*1 hour***EDU 455 LITERATURE IN THE ELEMENTARY SCHOOL**

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special atten-



tion to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered.

*3 hours*

#### **EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL**

The mathematics content of the elementary school curriculum is reviewed as students investigate strategies for teaching that content. Students gather teaching resources that reflect current research and instructional theories.

*2 hours*

#### **EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

*2 hours*

#### **EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

*2 hours*

#### **EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR**

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block course.

*3 hours*

#### **EDU 467 THE SECONDARY SCHOOL**

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block course.

*3 hours*

#### **EDU 471 READING IN THE CONTENT AREAS**

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

*1 to 3 hours*

### **Student Teaching Requirements**

The following requirements must be met before a student is permitted to student teach:

An overall grade point average of 2.5 or above by the end of the term prior to student teaching,

- A. A grade point average of at least 2.5 in the content area by the end of the semester prior to student teaching. "Content area" is defined as the content area courses listed in the Meredith Catalogue. For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licensure programs except K-6.
- B. Observation and participation in the public schools,
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness,
- D. Satisfactory completion of all required methods courses,
- E. The required physical exam for public school teachers,
- F. Filing of an application for student teaching placement with the Department of Education.

### **Methods Courses**

Specific methods courses are offered for each teacher certification program. In these courses students are introduced to the methods used in their teaching field and levels.

The academic departments teach the methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

**ENGLISH**

*Professor Walton, Head; Mary Lynch Johnson Professors Adcock and Britt; Professors English, Gilbert, Jackson, Taylor, and Webb; Associate Professor Grathwohl; Assistant Professors Colby, Duncan and Miller; Adjuncts Cockshutt, McGregor, O'Shaughnessey, Rosser, and Sickbert.*

THE COURSES OFFERED BY THE DEPARTMENT OF English are designed to foster in the student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

The curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for business, law, and medicine.

### — Requirements for a Major in English

Thirty-two hours in English, including 111, 201, 206, 275, 375, and a seminar.

Fifteen hours in the following areas:

- 3 in a survey course (202 or 330)
- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)

3 in 18th/19th Century (340, 365, 367, or 368)

3 in 20th Century (335, 345, 364, or 370)

An additional 3 hours in courses numbered in the 300s or 400s.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

### — Requirements for a Minor in Professional Communications

Eighteen hours, including ART 140, SPE 225, ENG 358\*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 230, 231, 245, BUS 366, 466, 467, 468, SPE 250, 350, 360, and CIS 112, 114, 120, 131, 140, 150, and 154. Professional Communications minors must demonstrate competence in word processing and one other CIS module. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

### — Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

### — Curriculum

#### ENG 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 hours

#### ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 hours

#### \*\*[ENG 150 SPELLING]

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

*Spring, if sufficient demand*

1 hour

\* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications minor.

\*\* Bracketed courses not offered in 1997-98

**ENG 175 GRAMMAR**

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English certification students.

*Spring* 1 hour

**ENG 201 MAJOR BRITISH AUTHORS**

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th-century writer, Wordsworth, Browning, and a 20th-century writer.

3 hours

**ENG 202 DEVELOPMENT OF ENGLISH LITERATURE**

A chronological study to add breadth and further depth to ENG 201.

3 hours

**ENG 206 SURVEY OF AMERICAN LITERATURE**

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

**ENG 235 WRITING OF POETRY**

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

*Fall* 3 hours

**[ENG 236 WRITING OF FICTION]**

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

*Fall* 3 hours

**ENG 240 INTRODUCTION TO FILM**

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1990s by both American and European directors.

*Fall* 3 hours

**ENG 245 INTRODUCTION TO JOURNALISM**

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

*Fall* 3 hours

**ENG 247 COPY-EDITING**

Editorial skills for working with a wide range of publica-

tions. Stylistic editing, substantive editing, and production editing.

*Spring* 3 hours

**ENG 275 TECHNIQUES OF LITERARY RESEARCH**

An introduction to the process and techniques of gathering and recording data for a literary research paper.

1 hour

**ENG 330 AFRICAN-AMERICAN WRITERS**

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

*Spring* 3 hours

**[ENG 335 20TH-CENTURY WORLD LITERATURE IN TRANSLATION]**

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

*Fall* 3 hours

**[ENG 340 DEVELOPMENT OF THE BRITISH NOVEL]**

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others.

*Spring* 3 hours

**[ENG 345 IRISH RENAISSANCE]**

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

*Spring* 3 hours

**ENG 350 TOPICS IN DRAMA**

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum.

*Fall* 3 hours

**ENG 351 OLD ENGLISH**

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.

*Fall* 3 hours

**ENG 352 CHAUCER**

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

*Spring* 3 hours

**ENG 355, 356      SHAKESPEARE**

A study of selected English history plays and “early” comedies (355); selected tragedies, “late” comedie, and romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.

*Fall (ENG 355)* 3 hours

*Spring (ENG 356)* 3 hours

**[ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES]**

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisite: ENG 275 or the equivalent.

*Fall* 3 hours

**ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL**

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing.

3 hours

**ENG 359 SEMINAR IN AMERICAN LITERATURE**

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206, and ENG 275 or equivalent.

3 hours

**ENG 364 20TH-CENTURY POETRY IN ENGLISH**

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.

*Spring* 3 hours

**ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD**

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period.

*Fall* 3 hours

**[ENG 367 ENGLISH LITERATURE OF THE VICTORIAN PERIOD]**

A study of Victorian poetry and prose (fiction and non-fiction), with attention to the works of both men and women of the period.

*Fall* 3 hours

**ENG 368 ENGLISH LITERATURE OF THE 18TH CENTURY**

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illus-

trating the age and significant literary forms.

*Spring* 3 hours

**ENG 370 20TH-CENTURY PROSE IN ENGLISH**

A study of 20th-century prose in the English language, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.

*Fall* 3 hours

**ENG 375 RESEARCH PROJECT**

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite: ENG 275.

1 hour

**ENG 475 INTRODUCTION TO LITERARY CRITICISM**

An introduction to the art of literary criticism from Aristotle to Derrida.

*Spring* 1 hour

**ENG 498 SEMINAR IN EUROPEAN LITERATURE**

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.

*Spring* 3 hours

**[ENG 505 STUDY OF LINGUISTICS]**

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

**ENG 764 THE TEACHING OF ENGLISH**

A study of different methods of teaching the content and skills included in a secondary English curriculum.

*Fall* 3 hours

*Students who wish advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 63. Students may elect courses through the Cooperating Raleigh Colleges.*

## FOREIGN LANGUAGES

*Professor Pitts, Head; Professors Short, Thomas, and Winz; Associate Professor Reiss; Assistant Professors Nittoli, Rey, and Ruiz-Ross; Adjuncts Babbitt, Byer, Coxe, Holland, Kragh, Martin, and Smith.*

THE DEPARTMENT OF FOREIGN LANGUAGES OFFERS a major in French and Spanish, two years of Latin with some advanced work and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101, 102 are required. Contact the department head for more information.

### —Requirements for Majors in French and Spanish

Thirty-two (32) hours above 101, 102 of course work are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, 365 for both French and Spanish. Majors in Spanish should also include 366 and 367. Substitution for these literature courses can be made with the approval of the department head. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. French majors must also take HIS 102. Spanish majors have the option of taking either HIS 102 or HIS 200. Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

### —Advanced Study

Foreign language students who wish more advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 63.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

### —Advanced Placement

Entering students will be placed through the registrar's office at the appropriate level of a foreign language

on the basis of high school units. *Students will not receive any credit if they place themselves on a lower level.* A placement test will be given during the summer and before the beginning of the semester for students who have had three years of Spanish, French, or German, but students with fewer or more years of language study may take it at their request. The registrar's office will award students six hours credit for courses "skipped" on the intermediate level (205/206) upon completion of two three-hour courses at the 300 level with a grade of C or better. The student will then have earned a total of 12 credit hours in the language she studied. The foreign language requirement can never be waived except for students whose native tongue is not English.

### —Curriculum

#### French

##### FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 103. Independent language laboratory work required per week.

*Fall*

*3 hours*

##### FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.

*Spring*

*3 hours*

##### FRE 103 STRUCTURAL FRENCH

A thorough and accelerated review of first-year French for students who had two years of high school work in the language, but who cannot qualify for FRE 205. Independent language laboratory work required per week.

*Fall*

*3 hours*

##### FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 or FRE 103, and gradual introduction of graded readings. Independent language laboratory work required per week. Prerequisite: FRE 102, FRE 103 or equivalent.

*Fall/Spring*

*3 hours*

##### FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Independent language laboratory work required per week. Prerequisite: FRE 205 or equivalent.

*Spring*

*3 hours*

**FRE 301 BUSINESS FRENCH**

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

*Spring, odd-numbered years* 3 hours

**FRE 304 FRENCH CIVILIZATION**

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.

*Fall, even-numbered years* 3 hours

**FRE 305 FRENCH PHONETICS AND PHONOLOGY**

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.

*Fall* 3 hours

**FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS**

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. One hour of non-credit writing laboratory required per week. Prerequisite: FRE 205 or equivalent.

*Spring* 3 hours

**FRE 307 ADVANCED CONVERSATION**

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.

*Fall or Spring* 3 hours

**FRE 308 FRANCOPHONE LITERATURE**

Introduction to a variety of texts from the French speaking world. Students will learn practice strategies on how to read and analyze a variety of literary genres in various media (text, film, song, artwork). Recommended as a first (introductory) literature course. Prerequisite: Intermediate level proficiency.

*Fall, even-numbered years* 3 hours

**FRE 309 FRENCH WOMEN WRITERS**

Introduction to a broad range of female authorship from the Middle Ages to the present expanding the student's understanding of ways in which female authorship is shaped by gender as well as by historical and social aspects. Students will learn practical strategies on how to read and analyze a variety of genres. Recommended as a first (introductory) literature course. Prerequisite:

Intermediate level proficiency.

*Fall, odd-numbered years* 3 hours

**FRE 364 FRENCH LITERATURE TO 1789**

Selected readings in French literature from the beginnings to the French revolution with some emphasis on culture and civilization.

3 hours

**FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT**

Selected readings in French literature from the French revolution to the present.

3 hours

**FRE 394 SEMINAR IN SEVENTEENTH CENTURY**

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization.

3 hours

**FRE 395 SEMINAR IN EIGHTEENTH CENTURY**

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th-century France with some emphasis on Franco-American relationships.

3 hours

**FRE 396 SEMINAR IN NINETEENTH CENTURY**

An in-depth study of the different literary genres of the 19th century with an emphasis on Flaubert, Baudelaire, and selected romantic writers.

3 hours

**FRE 397 SEMINAR IN TWENTIETH CENTURY**

A study of the main literary movements of the 20th century, with selected readings of contemporary writers.

3 hours

*Note: Before enrolling in a literature course, a student should normally complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200-level sequence, may be admitted to a literature course with the permission of the professor. Substitutions for required literature courses are acceptable. See department head.*

**FRE 300 LIFE AND STUDY ABROAD**

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

\* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

**FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE**

This course is offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

*1 to 3 hours*

**FRE 350 FRENCH SEMINAR**

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200- or 300-level course work or approval of instructor. Regular grading or pass/fail. Two semesters required of majors. May be repeated up to four times. Cannot fulfill general education language requirement.

*Fall and Spring*

*1 hour*

*For Licensure Only*

**FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS**

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

*Spring*

*2 hours*

**FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS**

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

*Fall*

*2 hours*

**Internships**

A limited number of internships for advanced students can be arranged through the department.

*Certificat Pratique de Français Commercial et Economique*

Meredith has been identified as a testing center for the

Certificat Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

*Frequently, the department offers special courses under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

**German****GER 101 ELEMENTARY GERMAN I**

Introduction to the German language. Grammar, graded readings, and some oral emphasis. Independent language laboratory work required per week.

*Fall*

*3 hours*

**GER 102 ELEMENTARY GERMAN II**

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. Independent language laboratory work required per week.

*Spring*

*3 hours*

**GER 205 INTERMEDIATE GERMAN I**

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. Independent language laboratory work required per week. Prerequisite: GER 102 or equivalent.

*Fall*

*3 hours*

**GER 206 INTERMEDIATE GERMAN II**

A continuation of German 205. More advanced grammar and readings and further emphasis on the spoken language. Independent language laboratory work required per week. Prerequisite: GER 205 or equivalent.

*Spring*

*3 hours*

**GER 306 ADVANCED GERMAN GRAMMAR**

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in German. Prerequisite: GER 205/206 or equivalent.

*Fall/Spring*

*3 hours*

**GER 307 ADVANCED CONVERSATION**

Focus on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER 205, 206 or equivalent.

*Fall or Spring*

*3 hours*

**GER 366 ADVANCED GERMAN READING**

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 205, 206 or equivalent.

*Fall or Spring*

*3 hours*

**GER 300 LIFE AND STUDY ABROAD**

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

**GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE**

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

*Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

**Italian****ITA 101 ELEMENTARY ITALIAN I**

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings and oral emphasis. Independent language laboratory work required per week.

Fall 3 hours

**ITA 102 ELEMENTARY ITALIAN II**

A review and continuation of ITA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.

Spring 3 hours

*Students should consult with the department head about the possibility of advanced Italian studies.*

**Latin****LAT 101 ELEMENTARY LATIN**

A course for beginners in the fundamentals of Latin grammar. Independent computer work required per week.

Fall 3 hours

**LAT 102 ELEMENTARY LATIN II**

A review and continuation of LAT 101. Increased emphasis on reading. Independent computer work required per week.

Spring 3 hours

**LAT 205 INTERMEDIATE LATIN I**

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. Independent computer work required per week.

Fall 3 hours

**LAT 206 INTERMEDIATE LATIN II**

A continuation of Latin 205 with further emphasis on advanced readings. Independent computer work required per week.

Spring 3 hours

*Students should consult with the department head about the possibility of advanced Latin studies.*

**Spanish****SPA 101 ELEMENTARY SPANISH I**

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 103. Independent language laboratory required per week.

Fall 3 hours

**SPA 102 ELEMENTARY SPANISH II**

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory required per week.

Spring 3 hours

**SPA 103 STRUCTURAL SPANISH**

A thorough and accelerated review of first year Spanish for students who had two years of high school work in the language, but who cannot qualify for SPA 205. Independent language laboratory required per week.

Fall/Spring 3 hours

**SPA 205 INTERMEDIATE SPANISH I**

A review and continuation of SPA 102 or SPA 103, and gradual introduction of graded readings. Independent language laboratory required per week. Prerequisite: SPA 102, SPA 103, or equivalent.

Fall and Spring 3 hours

**SPA 206 INTERMEDIATE SPANISH II**

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Independent language laboratory required per week.



Prerequisite: SPA 205 or equivalent.

*Spring* 3 hours

#### SPA 303 CIVILIZATION OF SPAIN

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page 48 of this catalog.

*Fall, even-numbered years* 3 hours

#### SPA 304 SPANISH AMERICAN CIVILIZATION

The historical development in the Hispanic speaking countries of the world and the impact on their culture in various fields such as art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page 48 of this catalog.

*Fall, odd-numbered years* 3 hours

#### SPA 305 SPANISH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

*Fall* 3 hours

#### SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

*Spring* 3 hours

#### SPA 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

*Fall or Spring* 3 hours

#### SPA 308 READINGS IN HISPANIC LITERATURE

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisite: Intermediate level proficiency.

*Fall* 3 hours

#### SPA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature, beginning with the "Poema de mio Cid" and going through the 17th century. Required of majors.

*Fall, odd-numbered years* 3 hours

#### SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367. Required of majors.

3 hours

#### SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. Required of majors.

3 hours

#### SPA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, Azuela, Carpentier and Neruda. Required of majors.

*Spring, odd-numbered years* 3 hours

#### SPA 368 MODERN SPANISH DRAMA

Masterpieces of modern Spanish drama.

3 hours

#### SPA 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose (emphasis on the novel), beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners Vicente Aleixandre and others.

3 hours

*NOTE: Before enrolling in a literature course, a student should normally complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200-level sequence may be admitted to a literature course with the permission of the professor. Substitutions for required literature courses are acceptable. See department head.*

#### SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass/fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

#### SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail.

Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

*1 to 3 hours*

#### **SPA 350 SPANISH SEMINAR**

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass/fail. May be repeated up to four times for credit. Two semesters required of majors. Cannot fulfill general education language requirement.

*Fall and Spring*

*1 hour*

*For Licensure Only*

#### **FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS**

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

*Spring*

*2 hours*

#### **FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOL**

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

*Fall*

*2 hours*

*Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

## **HEALTH, PHYSICAL EDUCATION, AND DANCE**

*Professor Chamblee, Head and Athletic Director; Associate Professors Colwell-Waber and Shapiro; Assistant Professors Brown, Campbell, and Hatchell; Instructor Belcher; Adjuncts Beadle, Cooper, Cornejo, Jackson, Lowry, Mayberry, Puett, Raley, Richard and Wang.*

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development with creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

The department offers programs of study leading to: Bachelor of Arts degree with a major in Dance, Bachelor of Science degree with a major in Exercise and Sports Science.

The Bachelor of Arts degree with a major in Dance includes a 33 credit hour core curriculum and three areas of concentration: Performance and Choreography, Private Studio Teaching, and Dance Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 38 credit hour core curriculum and an additional 14-15 specified credit hours. Students wishing to further specialize may select from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The department also offers minors in dance, and exercise and sports science. Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges program with the approval of the department head.

### **— Requirements for a Major in Dance**

The requirements for a major in dance shall include fulfillment of general education requirements, the 33 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

#### **The Core Curriculum (33 credit hours)**

- DAN 150, Perspectives in Dance .....(1)
- DAN 159, Movement Improvisation I .....(2)

DAN 250, Movement Fundamentals .....	(2)
DAN 255, Movement Fundamentals Lab .....	(1)
DAN 200, Dance Appreciation .....	(3)
DAN 256, Composition I .....	(3)
DAN 359, Dance History .....	(3)
Dance Technique: Total of 10 credit hours selected from the following:	
DAN 251,351, and/or 451; Ballet II, III, and/or IV .....	(2)
DAN 253,353, and/or 453; Modern II, III, and/or IV .....	(4)
DAN 254,354, and/or 454; Jazz II, III, and/or IV .....	(1)
Techniques Electives .....	(3)
HED 282, Prevention and Care of Injuries .....	(1)
BIO 322/342, Human Anatomy and Physiology .....	(4)
<i>prerequisites: BIO 101/141, General Biology I and lab .....</i>	<i>(4)</i>
<i>BIO 102/142, General Biology II and lab .....</i>	<i>(4)</i>
ESS 482, Kinesiology .....	(3)

### Performance and Choreography

The Performance and Choreography Concentration prepares the dancer as a "dance artist". The program of study provides for experiences which further train the student's technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 33 credit hours, the student will complete 23 credit hours specified to fulfill the concentration requirements.

#### — Requirements for a Major in Dance with a Concentration in Performance and Choreography:

The Dance Core Curriculum .....	(33)
DAN 252, Participation in Choreographic Projects .....	(2)
DAN 258, Mind/ Body Integration .....	(2)
DAN 257, Music For Dance .....	(2)
DAN 352, Dance Repertory .....	(2)
DAN 356, Composition II .....	(3)
DAN 452, Dance Practicum in Choreography .....	(1)
DAN 452, Dance Practicum in Technical Theatre .....	(1)
DAN 455, Dance Production .....	(3)
DAN 456, Meredith Dance Theatre .....	(4)
THE 246, Lighting and Sound .....	(3)
TOTAL hours for the major .....	(56)

### Private Studio Teaching

The Private Studio Teaching Concentration prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 33

credit hours, the student will complete an additional 32 credit hours which provide experiences in performance, production, business and teaching.

#### — Requirements for a Major in Dance with a Concentration in Private Studio Teaching:

The Dance Core Curriculum .....	(33)
DAN 257, Music For Dance .....	(2)
DAN 355, Creative Arts Touring Company .....	(1)
DAN 357, Creative Arts Touring Company Assistantship .....	(1)
DAN 352, Dance Repertory .....	(2)
DAN 356, Composition II .....	(3)
DAN 452, Dance Practicum in Field Teaching in a Private Studio .....	(2)
DAN 455, Dance Production .....	(3)
DAN 761, Theory and Methods of Teaching, K-6 .....	(3)
DAN 762, Theory and Methods of Teaching, 7-12 .....	(3)
BUS 110, Fundamentals of Business .....	(3)
THE 246, Lighting and Sound .....	(3)
THE 247, Costuming and Makeup .....	(3)
SPE 260, Interpersonal Communication .....	(3)
TOTAL hours for the major .....	(65)

### Dance Education

The Dance Education Concentration program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue*. In addition to the core curriculum of 33 credit hours, the student will complete 48 credit hours, including 12 hours in performance and production, and 36 in professional education classes.

#### — Requirements for a Major in Dance with a Concentration in Dance Education:

The Dance Core Curriculum .....	(33)
DAN 257, Music For Dance .....	(2)
DAN 355, Creative Arts Touring Company .....	(1)
DAN 357, Creative Arts Touring Company Assistantship .....	(1)
DAN 352, Dance Repertory .....	(2)
DAN 356, Composition II .....	(3)
THE 246, Lighting and Sound .....	(3)
DAN 761, Theory and Methods of Teaching, K-6 .....	(3)
DAN 762, Theory and Methods of Teaching, 7-12 .....	(3)
DAN 763, Reflective Teaching .....	(3)
CIS, Computer Modules ( <i>to be approved by</i> ) .....	

<i>department head)</i> .....	(3)
EDU 232, Foundations of American Education .....	(3)
EDU 234, Educational Psychology .....	(3)
EDU 438, Field Experience .....	(1)
EDU 441, Introduction to Audio/Visual Materials ....	(1)
EDU 471, Reading in the Content Area .....	(1)
EDU 439, Observation and Directed Teaching .....	(6)
PSY 210 or 310, Developmental /Psych of Children and Adolescents .....	(3)
PSY 312, Psychology of Exceptional Individuals .....	(3)
SOC 335, American Ethnic Relations .....	(3)
TOTAL hours for the major .....	(81)

### — Requirements for a Major in Exercise and Sports Science

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 38 credit hour core curriculum in exercise and sports science, and an additional 14-15 specified credit hours. Students wishing to further specialize may select from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

#### The Core Curriculum (38 credit hours)

HED 100, Contemporary Health Issues .....	(2)
HED 200, First Aid .....	(2)
HED 282, Prevention and Care of Injuries .....	(1)
BIO 322, Human Anatomy and Physiology .....	(3)
BIO 342, Human Anatomy and Physiology Lab .....	(1)
<i>pre-requisites: BIO 101/141, General Biology I and lab</i> .....	(4)*
<i>BIO 102/142, General Biology II and lab</i> .....	(4)*
ESS 200, Foundations of Physical Education, Sport and Fitness .....	(3)
ESS 300, Issues and Management of Sport and Physical Education .....	(3)
DAN 250, Movement Fundamentals .....	(2)
ESS 355, Movement Concepts and Skill Development .....	(4)
ESS 420, Assessment in Physical Education, Sport and Fitness .....	(3)
ESS 482, Kinesiology .....	(3)
ESS 485, Exercise Physiology .....	(3)
ESS 486, Exercise Prescription Laboratory .....	(1)
4 additional PED/DAN activity electives beyond general education requirements ( <i>to be approved by department head</i> ) .....	(4)

CIS-Computer modules ( <i>approved by department head</i> ) .....	(3)
<i>Select three modules from the following: CIS 101 Intro to Computing, CIS 112 Word-processing, CIS 114 Adv. Word-processing, CIS 120 Spread sheets, CIS 131 Presentation Graphics, CIS 140 Databases, CIS 150 Exploring the Internet, CIS 154 Creating Pages for the World Wide Web, CIS 955 Microcomputer Selection and Installation</i>	

#### Exercise and Sports Science Major

The Exercise and Sports Science major is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science.

### — Requirements for a Major in Exercise and Sports Science:

The Exercise and Sports Science Core Curriculum ...	(38)
ESS 210, Selected Sports Activities .....	(1)
Four additional Physical Education/Dance Activity Electives ( <i>approved by department head</i> ) .....	(4)
ESS 451 Practicum in Exercise and Sport Science .....	(3)

*Select 6 hours from the following: (to be approved by  
the department head)*

ESS 329, Physical Fitness .....	(3)
FN 227, Nutrition .....	(3)
CHE 111/141, General Chemistry I and General Chemistry Laboratory I .....	(4)
PSY 210, Developmental Psychology .....	(3)
<i>prerequisite: PSY 100, Introduction to Psychology</i>	
TOTAL hours for the Major in Exercise and Sports Science .....	(52-53)

#### Fitness and Sports Management

The Fitness and Sports Management Concentration provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 38-hour core curriculum in exercise and sport science,

\* Fulfills General Education Requirements.

the student will complete an additional 21 hours in business related courses.

— **Requirements for a Major in Exercise and Sports Science with a concentration in Fitness and Sports Management:**

The Exercise and Sports Science Core Curriculum ...	(38)
ACC 230, Principles of Accounting I .....	(3)
BUS 346, Principles of Management .....	(3)
BUS 366, Principles of Marketing .....	(3)
BUS 384, Business Communications .....	(3)
ESS 450, Practicum in Fitness/Sports Management ...	(3)

*Select 6 hours from the following:*

ECO 211, Microeconomic Principles .....	(3)
BUS 446, Human Resource Management .....	(3)
BUS 448, Organizational Behavior .....	(3)
BUS 454, Business Law I .....	(3)
BUS 461, Consumer Behavior .....	(3)
BUS 467, Advertising and Sales Promotion .....	(3)
TOTAL hours for the major .....	(59)

**Physical Education**

The Physical Education Concentration program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue.* In addition to the core curriculum of 38 hours, the student will complete 35 credit hours, including 5 hours in skill acquisition and 30 hours in physical education methods and professional education classes.

— **Requirements for a Major in Exercise and Sports Science with a concentration in Physical Education:**

**The Exercise and Sports Science Core Curriculum (38)**

*Skill Acquisition*

Four (4) additional Physical Education/Dance Activity Electives (*approved by department head including*):

PED152, Folk and Square Dance .....	(1)
from PED 120, 121, 122, 125(aerobic activities) ...	(1)
from PED 124, 127 (strength training activities)....	(1)
from PED 141, 142, 143, 146, 241, 242,	
243, 246, 346 ( <i>Individual Sport activities</i> ).....	(1)
ESS 210, Selected Sports Activities .....	(1)

*Teaching Physical Education*

ESS 744, Physical Education in the

Elementary School .....	(2)
ESS 275, Elementary Games and Activities .....	(1)
ESS 745, Teaching Physical Education in the	
Middle and Secondary School .....	(3)
ESS 746, Teaching Physical Education for	
Individuals with Special Needs(K-12) .....	(3)

*Professional Education Courses*

PSY 210 or 310, Developmental /Psych of Children	
and Adolescents .....	(3)
SOC 335, American Ethnic Relations .....	(3)
EDU 232, Foundations .....	(3)
EDU 234, Educational Psychology .....	(3)
EDU 438, Field Experience .....	(1)
EDU 441, Introduction to Audiovisual .....	(1)
EDU 471, Reading in the Content Area .....	(1)
EDU 439, Observed and Directed Teaching .....	(6)
TOTAL hours for the major .....	(73)

— **Curriculum**

**Theory: Health**

**HED 100 CONTEMPORARY HEALTH ISSUES**

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

*Fall semester*

*2 hours*

**HED 200 FIRST AID\***

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

*2 hours*

**HED 282 PREVENTION AND CARE OF INJURIES**

A course designed to provide instruction in the prevention and treatment of movement injuries. Course material includes an introduction to athletic training, the fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related conditions. Practical hours give students the opportunity to work with a certified athletic trainer in the field.

*Spring semester*

*1 hour*

**HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL**

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas,

\* Fulfills General Education Requirements.

and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Includes observations and field experiences in a school setting.

2 hours

### Theory: Exercise and Sports Science/Physical Education

#### ESS 200 FOUNDATIONS OF PHYSICAL EDUCATION, SPORT AND FITNESS

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of current issues, problems, ethical concerns, and future directions related to the field.

Spring semester

3 hours

#### ESS 210 SELECTED SPORTS ACTIVITIES

An introduction to track and field, flag football, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

Fall, even years

1 hour

#### ESS 275 ELEMENTARY GAMES AND ACTIVITIES

A course designed to prepare students with the knowledge and skills to plan, organize, and teach games and activities for grades K-6. Rhythms, creative dance, games and gymnastics will be included.

Spring, on the block (as needed)

1 hour

#### ESS 300 ISSUES AND MANAGEMENT OF SPORT AND PHYSICAL EDUCATION

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

Spring semester

3 hours

#### ESS 329 PHYSICAL FITNESS

A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control, body mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.

Spring semester (as needed)

3 hours

#### ESS 355 MOVEMENT CONCEPTS AND SKILL DEVELOPMENT

The development of basic movement concepts, skills and strategies in sports and activities. Emphasis is placed on the integration of theoretical knowledge with mechanical and environmental factors which influence the analy-

sis, acquisition and performance of skilled motor behavior.  
Fall semester, even years

4 hours

#### ESS 420 ASSESSMENT IN PHYSICAL EDUCATION, SPORT AND FITNESS

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

Fall semester, odd years (beginning Fall '99)

3 hours

#### ESS 450 PRACTICUM IN FITNESS/SPORTS MANAGEMENT

A supervised field experience in a sport or fitness management setting. Students will meet regularly with supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.

3 hours

#### ESS 451 PRACTICUM IN EXERCISE AND SPORTS SCIENCE

A supervised field experience in a fitness or health-related agency. Students will meet regularly with college supervisor to integrate exercise and sport science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisite: ESS 485, 486.

3 hours

#### ESS 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisite: BIO 332 and 342.

Fall Semester, even years

3 hours

#### ESS 485 EXERCISE PHYSIOLOGY

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and methods of physical training. Prerequisites: BIO 322, 342.

Fall semester, odd years (beginning Fall '99)

3 hours

**ESS 486 EXERCISE PRESCRIPTION LABORATORY**

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of individuals. Prerequisites: BIO 322, 342.

*Fall semester, odd years (beginning Fall '99)* 1 hour

**ESS 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting. Ten hours of observation required.

2 hours

**ESS 745 TEACHING PHYSICAL EDUCATION IN THE MIDDLE AND SECONDARY SCHOOL**

A course designed to offer students experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels. Prerequisites: DAN 250 Co-requisite: ESS 355

*Fall semester, even years* 3 hours

**ESS 746 TEACHING PHYSICAL EDUCATION FOR INDIVIDUALS WITH SPECIAL NEEDS (K-12)**

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences. Prerequisite: DAN 250

*Fall semester, odd years (beginning Fall '99)* 3 hours

**Theory: Dance****DAN 150 PERSPECTIVES IN DANCE**

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences.

Recommended for freshman year.

*Spring semester* 1 hour

**DAN 200 DANCE APPRECIATION**

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.

3 hours

**DAN 250 MOVEMENT FUNDAMENTALS**

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities.

*Fall semester* 2 hours

**DAN 255 MOVEMENT FUNDAMENTALS LAB**

This course is designed as a co-requisite to DAN 250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning.

*Fall semester* 1 hour

**DAN 256 DANCE COMPOSITION I**

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. Prerequisite: DAN 159 or by permission of instructor.

*Fall '97, Fall '00; Spring '99* 3 hours

**DAN 257 MUSIC FOR DANCE**

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

*Fall semester, even years* 2 hours

**DAN 356 DANCE COMPOSITION II**

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and

viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Prerequisite: DAN 356.

*Spring '98, Spring '01; Fall '99*

*3 hours*

#### **DAN 359 DANCE HISTORY**

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked.

*Spring semester*

*3 hours*

#### **DAN 452 DANCE PRACTICUM**

An opportunity for students to gain practical experience in such areas as choreography, teaching, production, body work, etc. All course specifications must be approved by the instructor prior to registration.

*1 to 3 hour*

#### **DAN 455 DANCE PRODUCTION**

A survey of theatre crafts and arts management techniques involved in dance production, including lighting design, publicity and promotion, grantsmanship, touring and time management.

*Fall semester, even years*

*3 hours*

#### **DAN 761 THEORY AND METHODS OF TEACHING DANCE, K-6**

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 250 or by permission of instructor.

*Spring '98, Spring '01; Fall '99*

*3 hours*

#### **DAN 762 THEORY AND METHODS OF TEACHING DANCE, 7-12**

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisite: DAN 250 or by permission of instructor.

*Fall '98 Spring '00*

*3 hours*

#### **DAN 763 REFLECTIVE TEACHING**

A course designed to provide the student with directed field experiences in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical

reflection about teaching and learning. Prerequisite: DAN 761/762.

*Fall '97, Fall '00; Spring '99*

*3 hours*

### **Activity Classes**

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring in dance or exercise and sports science, or minoring in dance or exercise and sports science.

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit. Students may repeat Physical Education and Dance activity courses at the same level only with special permission granted by the department head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass/fail grading. (See page 59 for exception.)

Bowling, equitation, and ice skating are taught by professionals at off-campus facilities.

Listed below are activity courses offered on a regular basis by the department. Offerings vary from semester to semester based on student interests, facilities and faculty.

### **Physical Education Activity Courses**

#### *Aquatics*

**PED 110 Beginning Swimming\*** — A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water.

**PED 113 Synchronized Swimming I\*** — An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite **PED: 110** or equivalent experience.

**PED 210 Intermediate Swimming** — This course is a continuation of Swimming I. Emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, side-stroke, physical conditioning and safety skills.

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\* Additional fee



**PED 212 Scuba Diving\*** — A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: PED: 210 or equivalent experience.

**PED 310 Swim Conditioning** — This course is a continuation of PED 210. Emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. Prerequisite: PED 210 or equivalent experience.

**PED 311 Lifeguarding\*** — A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: 210 or equivalent experience. (2 hours)

**PED 312 Water Safety Instructor** — A course to train students to teach American Red Cross water safety courses. Prerequisite: Current certification in Lifeguard Training or Emergency Water Safety. Prerequisite: PED 210 or equivalent. (2 hours)

**PED 313 Synchronized Swimming II** — Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

### *Physical Fitness*

**PED 120 Cross Training** — An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

**PED 121 Aerobic Dance-Cardio Funk** — A course designed to provide cardiovascular fitness through aerobic street dance movements.

**PED 122 Aerobic Dance-Exercise** — A course designed to provide cardiovascular fitness through aerobic dance movements.

**PED 124 Strength Training** — An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

**PED 125 Aquatic Fitness** — A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Prerequisite: must be able to swim two lengths of the pool.

**PED 126 Muscle Tone and Stretch** — An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands.

**PED 127 Conditioning** — A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and aerobic conditioning. Students will have access to Cybex strength machines and free weights, as well as bikes, skiers,

climbers, treadmills and transports.

### *Individual Sports*

**PED 130 Equitation I\*** — Instruction in horseback riding at the beginning level. Taught off-campus at McNair's and Ballentine's stables. Transportation not provided.

**PED 140 Archery** — Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

**PED 141 Badminton I** — A course designed for beginners which includes instruction in basic badminton skills (grip, strokes, and serve), rules and strategies for singles and doubles play.

**PED 142 Bowling I\*** — Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off-campus, transportation not provided.

**PED 143 Golf I\*** — A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology.

**PED 146 Tennis I** — A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play.

**PED 148 Yoga** — This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

**PED 149 Karate I\*** — This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardio-vascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation.

**PED 150 Ice Skating\*** — Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided.

**PED 152 Folk and Square Dance** — An introduction to international folk dances, American Square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as DAN 152). Fall, even years

**PED 157 Country Line Dance** — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social

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\* Additional fee

benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as DAN 157)

**PED 230 Equestrian II\*** — Instruction in horseback riding techniques at the intermediate level. Taught off-campus at McNair's and Ballentine's stables. Transportation not provided. Prerequisite: PED 130 or equivalent experience.

**PED 241 Badminton II** — Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play. Prerequisite: PED 141 or equivalent experience.

**PED 242 Bowling II\*** — Review of basic bowling skills and refinement of the delivery, the approach, spare coverage, plus competitive matches. Emphasis on handicapping and league bowling. Taught off-campus, transportation not provided. Prerequisite: PED 142 or equivalent experience.

**PED 243 Golf II\*** — Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management.

**PED 246 Tennis II** — Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles play. Prerequisite: PED 146 or equivalent experience.

**PED 249 Karate II\*** — This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and Sparring. Prerequisite: PED 149 or equivalent experience.

**PED 330 Equestrian III\*** — Instruction in horseback riding at the advanced level. Taught off-campus at McNair's and Ballentine's stables. Transportation not provided. Prerequisite: PED 230 or equivalent experience.

**PED 346 Tennis III** — Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play. Prerequisite: PED 246 or equivalent.

**PED 349 Karate III\*** — This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. Prerequisite: PED 249 or equivalent experience.

#### *Team Sports*

**PED 161 Basketball** — A beginning level course which includes instruction in shooting, passing, ball-handling,

basic offensive and defensive strategies; opportunity for team play.

**PED 162 Soccer** — A beginning level course which includes instruction in shooting, passing, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

**PED 163 Softball** — A beginning level course which includes instruction in basic fast-pitch softball skills (hitting, fielding and base-running), basic offensive and defensive strategies, opportunity for team play.

**PED 164 Volleyball** — A beginning level course which includes instruction in passing, setting, hitting, and serving; basic offensive and defensive strategies; opportunities for team play.

#### *Intercollegiate Sports*

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

**PED 471 Intercollegiate Basketball** — Winter season (1 hour, Fall; 1 hour, Spring)

**PED 472 Intercollegiate Soccer** — Fall season (2 hours, Fall)

**PED 475 Intercollegiate Volleyball** — Fall season (2 hours, Fall)

**PED 476 Intercollegiate Tennis** — Fall and spring season (2 hours, Fall; 2 hours, Spring)

**PED 477 Intercollegiate Fast Pitch Softball** — Spring season (2 hours, Spring)

#### *Dance Activity Courses*

**DAN 151 Ballet I** — A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

**DAN 152 Folk and Square Dance** — An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as PED 152.) Fall, even years

**DAN 153 Modern I** — A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

**DAN 154 Jazz I** — A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

**DAN 155 African Dance** — A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accom-

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\* Additional fee

panied with traditional African percussion music. Appropriate for beginning level students.

**DAN 157 Country Line Dance** — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as PED 157.)

**DAN 159 Movement Improvisation** — An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously. (2 hours) Fall semester

**DAN 251 Ballet II** — An low-intermediate level study of ballet technique. Appropriate for post-beginning students.

**DAN 252 Participation in Choreographic Projects** — This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN 356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Prerequisite: DAN 159 or equivalent experience.

**DAN 253 Modern II** — An low-intermediate level study of modern dance technique. Appropriate for postbeginning students.

**DAN 254 Jazz II** — An low-intermediate level study of jazz dance technique. Appropriate for post-beginning students.

**DAN 258 Mind/Body Integration** — A unique approach to postural re-education through body awareness and stress reduction techniques. No prior movement experience needed. (2 hours)

**DAN 259 Improvisation II** — A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. Pre-requisite: DAN 159 or equivalent experience. (2 hours)

**DAN 351 Ballet III** — An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students.

**DAN 352 Dance Repertory** — This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Corequisite: DAN 456 or permission of instructor.

**DAN 353 Modern III** — An advanced-intermediate level study of modern dance technique with emphasis on the

use of dynamics, phrasing, strength and range. Appropriate for upper level students.

**DAN 354 Jazz III** — An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students.

**DAN 355 Creative Arts Touring Company** — This course is designed to provide student with opportunities to create, produce, and perform arts education in school settings. This focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students. Spring semester

**DAN 357 Creative Arts Touring Assistantship** — This course is designed for students who completed DAN 355 and are interested in directing the creation, performance and production of the Dance/Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Pre-requisite: DAN 355 or 456. Spring semester

**DAN 451 Ballet IV** — An advanced level study of ballet technique with focus of the refinement of physical and performing skill. Appropriate for upper level students.

**DAN 453 Modern IV** — An advanced level of study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students.

**DAN 454 Jazz IV** — An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students.

**DAN 456 Meredith Dance Theatre** — A performing company which encourages exploration of the creative process through student choreography, as well as, the performance of works by faculty and guest choreographers. Auditions are held the first week of classes of fall semester, and admittance into the company is for the entire year.

## HISTORY AND POLITICS

*Professor Novak, **Head**; Professors: Burris, Gates, Frazier; Associate Professors: Happer, True-Weber; Instructor: Keith; Adjuncts: Price, Khate, Platt.*

THE DEPARTMENT OFFERS MAJORS IN HISTORY, Public History, American Civilization, International Studies, and Political Studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and its politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical and political research, evaluation of sources, and synthetic thinking. Students will in this way cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

### — *Special Career Directions*

History and Political Studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, historic sites, museums and archives, foreign service, international studies, journalism and editing, as well as numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

### — *Advanced Placement*

The Department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; and Politics 100.

### — *Requirements for a Major in History*

A major in History consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professors: Dr. Novak and Dr. Happer.

### — *Requirements for a Major in Public History*

A major in Public History consists of at least 36 hours, with a minimum of 24 hours in history, including an internship in a public history institution. Other required courses include HIS 214, 215, 300, 333, 334, 499 and 520, as well as POL 100 and 305, and ART 221 or 222. Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing. Major professor: Dr. Price.

### — *Requirements for a Major in American Civilization*

A major in American Civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours from European or Asian fields. The American Civilization major can be obtained at night in addition to the day schedule. Major professor: Dr. Happer.

### — *Requirements for a Major in International Studies*

A major in International Studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields such as business, economics, geography, and fine arts. The major should also, if possible, include study abroad.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language. Major professor: Dr. Novak.

### — *Requirements for a Minor in History*

The minor in History consists of 18 hours: six hours at the 200 level; nine hours at the 300-500 level; and, in addition, three hours in HIS 334.

### — *Requirements for a Concentration in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

## — Curriculum —

### History

#### HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750.

*Fall* 3 hours

#### HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

*Spring* 3 hours

#### HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of conquest, colonization, and independence, ending with the study of contemporary characteristics of the modern Latin American states.

*Fall, even-numbered years* 3 hours

#### HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

*Fall* 3 hours

#### HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.

*Spring* 3 hours

#### HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in

Africa.

*Spring, odd-numbered years*

*Fall, odd-numbered years* 3 hours

#### HIS 300 AN INTRODUCTION TO PUBLIC HISTORY

An introduction to the theoretical background of public history and its disciplines: historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

*Spring* 3 hours

#### HIS 302 ENGLISH HISTORY SINCE 1485 A.D.

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the British Islands and then across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own.

*Spring, even-numbered years* 3 hours

#### HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

*Fall, even-numbered years* 3 hours

#### HIS 307 THE AGE OF RENAISSANCE AND REFORMATION

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval towards modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds.

*Spring, odd-numbered years* 3 hours

#### HIS 308 TWENTIETH CENTURY EUROPE

War, revolution, depression, more war, genocide, the threat of nuclear annihilation: this is Europe in its most

destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

*Spring, odd-numbered years* 3 hours

### **HIS 310 MODERN CHINA**

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

*Fall, even-numbered years* 3 hours

### **HIS 313 VICTORIAN AMERICA**

A study of the cowboy west, art, literature, politics, religion, Native Americans, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

*Fall, even-numbered years* 3 hours

### **HIS 314 COLONIAL AMERICAN HISTORY**

The colonial origins of American society, racial make-up, and Revolutionary period.

*Spring, even-numbered years* 3 hours

### **HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945**

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.

*Fall, odd-numbered years* 3 hours

### **HIS 325 ASIAN CIVILIZATIONS**

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

*Spring, even-numbered years* 3 hours

### **HIS 330 THE UNITED STATES AND THE WORLD**

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.

*Spring, odd-numbered years* 3 hours

### **HIS 333 HISTORY OF THE SOUTH**

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

*Fall, odd-numbered years* 3 hours

### **HIS 334 METHODS OF HISTORICAL RESEARCH**

An introductory course in historical research and writ-

ing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course the semester after she declares her major.

*Fall and spring* 3 hours

### **HIS 499 SENIOR SEMINAR**

An advanced course in historiography that builds upon the foundations established in HIS 334. Each student will prepare and present a senior project that reflects her individual training, interests and career direction. This course is required of all majors. Those students who write honors theses should do so in conjunction with this course.

*Fall and spring* 3 hours

### **HIS 520 HISTORY OF NORTH CAROLINA**

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

*Fall, even-numbered years* 3 hours

### **HIS 764 THE TEACHING OF SOCIAL STUDIES**

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

*Spring* 3 hours

## **Politics**

### **— Requirements for a Major in Political Studies**

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 205, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser who must approve it. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. Major professors, Drs. Frazier and True-Weber.

### **— Requirements for a Minor in Political Studies**

The minor in political studies consists of 18 hours: POL 100 and POL 205, and, in addition, 12 hours in politics courses in consultation with the political studies faculty.

—*Curriculum***POL 100 AMERICAN POLITICAL SYSTEM**

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.

*Fall and spring* 3 hours

**POL 204 MODERN POLITICAL SYSTEMS**

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the former USSR, and at least one developing nation.

*Spring, even-numbered years* 3 hours

**POL 205 POLITICAL IDEAS SEMINAR**

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Prerequisite: Eng 111. Also offered as PHI 205.

*Spring* 3 hours

**POL 210 INTERNATIONAL POLITICS**

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations. Includes a participatory simulation of an international crisis.

*Fall* 3 hours

**POL 300 LAW AND SOCIETY**

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

*Spring* 3 hours

**POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS**

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

*Fall* 3 hours

**POL 303 CONTEMPORARY AMERICAN POLICY AND POLITICS**

A study of public policies and the political processes

that support them. Models and methods used by policy analysts will be studied.

*Fall, even-numbered years* 3 hours

**POL 305 INTRODUCTION TO PUBLIC ADMINISTRATION**

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

*Spring, even-numbered years* 3 hours

**POL 309 THE POLITICS OF THE VIETNAM WAR**

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

3 hours

**POL 330 THE UNITED STATES AND THE WORLD**

Cross listed with HIS 330.

3 hours

**POL 334 DIRECTED INDIVIDUAL RESEARCH**

Required of all political studies majors, normally taken in the fall of the senior year. Prerequisite: POL 205.

*Fall* 3 to 4 hours

**CAPITAL CITY SEMESTER**

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship.

*Spring, odd-numbered years* 6 to 12 hours

**POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)**

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet in downtown Raleigh for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program.

*Spring, odd-numbered years* 6 hours

**POL 374 SOCIAL RESEARCH PRINCIPLES**

See SOC 374 for description. Recommended for students wanting to pursue qualitative research projects.

3 hours

**POL 375 SOCIAL RESEARCH METHODS AND STATISTICS**

See SOC 375 for description.

3 hours

**COMMUNITY INTERNSHIP**

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups.

1 to 4 hours

**Legal Assistant Courses****LEG 400 LEGAL SURVEY**

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Juniors and Seniors only. Written permission from the director of Legal Assistants Program required.

*Fall and Spring*

3 hours

**LEG 401 LEGAL RESEARCH**

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400 or written permission from the Director of Legal Assistants Program required.

*Spring*

3 hours

*Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.*

*Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 63.*

**HUMAN ENVIRONMENTAL SCIENCES**

*Professor Tippet, Head; Professor Goode; Associate Professors Burpitt, Ellis, Assistant Professor Clark, Galant, Landis, Morrison, Winterhoff; Adjuncts Andron, Brainard, Diehl-Shaffer, Holliday, Poorman.*

THE GOAL OF THE DEPARTMENT OF Human Environmental Sciences is to enable students to pursue a career in her chosen area of study (child development, clothing and fashion merchandising, foods and nutrition, family and consumer sciences, or interior design) and/or enter a graduate program in a chosen field of study.

The objectives are that students will:

1. apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society.
2. synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major.
3. demonstrate effective communication skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, family and consumer sciences, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools; they may complete K-6 licensure combined with child development degree; and they may also complete a second major or minor in another department.

The nutrition concentration of the foods and nutrition major is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for Didactic Programs in Dietetics (Plan V). Graduates of this program are eligible for ADA Accredited Dietetic Internship Programs, ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

The American Dietetic Association granted developmental accreditation to the Meredith College Dietetic Internship (a post-baccalaureate program) in 1994. Students enrolled in the dietetic internship will acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship will enable stu-



dents to take the registration examination to become registered dietitians.

The interior design program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

#### **— Requirements for a Major in Child Development**

The child development major focuses on the physical, social emotional, and intellectual development of children, birth through age eight. It prepares students for working with children in a variety of programs including educational programs for young children, early intervention programs, and agencies serving children and their families. When combined with licensure requirements it can prepare students to teach in the public schools. Candidates for the child development major must take 37 hours in a prescribed core and an additional four courses (12-13 hours) from a list of approved electives. Required courses are CD 234, 334, 335, 336, 340, 438, 450 (this will be waived for K-6 students), FCS 355, 499; PSY 210 or 310, 312; HED 200; SOC 330. Electives include: CD 434, 436, 440; ECO 374; FN 227; EDU 234.

#### **— Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising**

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 35 hours in a prescribed core and 3 additional courses in their chosen concentration.

The core consists of the following courses: CFM 115, 211, 212, 213, 214, 314, 315, 414, 418; FCS 499; ECO 211; and BUS 366, 467.

### **Concentrations**

The clothing and fashion merchandising major provides instruction in all areas of the fashion industry, from

design to retailing. The merchandising concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 413, BUS 346, and BUS 461. A minor in business management or marketing is strongly recommended.

The design concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, and 417. A minor in Art is required which includes the following courses: ART 101, 102, 105, 106, 247, and 301.

A minor of 21 hours is offered in either concentration for Clothing and Fashion Merchandising. Contact the department for details.

#### **— Requirements for a Major in Foods and Nutrition**

The foods and nutrition major is designed for students with interests in widely varying options.

The Food Service Management Concentration is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are FN 124, 227, 327, 328, 329, 340, 425, 427, 440; FCS 355, 499; ECO 211, ACC 230; BUS 346, 366, 384, 446, 448, 467; CIS 101, 112, 120; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY.

The Nutrition Concentration is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 325, 327, 328, 329, 425, 426, 427, 428, 429; FCS 764, 499; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; ACC 230; BUS 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200. Students also earn a minor in Business Management.

#### **— Requirements for a Major in Interior Design**

The interior design major provides opportunities for students interested in residential, commercial, and institu-

tional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships and in the student ASID Chapter. The interior design program is accredited by FIDER. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 247, 343, 344, 348, 443, 444, 447; CFM 418; FCS 499; ART 101, 105, 106, 107, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211, 374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105

Sophomores: ID 243, 244, 245, 246; ART 106, 246

Juniors: ID 247, 343, 344, 348; ART 221 or 222; and 107

Seniors: ID 443, 444, 447; CFM 418; FCS 499

### **— Requirements for a Major in Family and Consumer Sciences**

The family and consumer sciences major is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are FCS 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in the department of Human

Environmental Sciences (CD, CFM, FN, ID, FCS).

## **— Curriculum**

### **Child Development**

#### **CD 234 THE PRESCHOOL CHILD**

A study of the behavior and development of children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Three hours of lecture and three hours of laboratory per week.

*3 hours*

#### **CD 334 INFANT DEVELOPMENT**

A study of the development of children from birth to age two, with emphasis on developmental trends, appropriate environments and practice. Three hours lecture and two hours laboratory per week. Prerequisite: CD 234.

*3 hours*

#### **CD 335 MARRIAGE AND FAMILY RELATIONSHIPS**

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

*3 hours*

#### **CD 336 PRESCHOOL CURRICULUM**

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children.

*Fall and Spring Semesters*

*4 hours*

#### **CD 340 YOUNG CHILDREN'S LEARNING ENVIRONMENTS**

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. Prerequisites: CD 234 and CD 334.

*3 hours*

#### **CD 434 INFANT CURRICULUM**

Methods of developing, implementing, and evaluating

curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Prerequisites: CD 234 and CD 334

*Fall Semester*

*4 hours*

#### **CD 436 PRESCHOOL ADMINISTRATION**

A study of the administration of programs for young children. Staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns will be addressed. Prerequisite: CD 234.

*3 hours*

#### **CD 438 PARENT EDUCATION**

An overview of parent education with special emphasis on working with families of diverse backgrounds and structure. Prerequisites: CD 234, 334, 436.

*3 hours*

#### **CD 440 READINGS IN PRESCHOOL EDUCATION AND EARLY INTERVENTION**

This course will trace the history of early childhood, preschool education and early special education in the U.S. A special focus will be on examining theoretically-based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classroom and special programs will offer the opportunity for a student to begin or expand her current knowledge base.

*Spring semester*

*3 hours*

#### **CD 450 ADVANCED PRACTICUM AND SEMINAR IN PRESCHOOL TEACHING**

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom and a member of the Child Development faculty. In addition to 150 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Prerequisites: CD 234, CD 334, CD 340 and CD 336.

*Spring Semester*

*3 hours*

### **Clothing and Fashion Merchandising**

#### **CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION**

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

*3 hours*

#### **CFM 211 ELECTRONIC APPAREL DESIGN**

An introduction to the use of computers as a tool for designing apparel. Students will learn how to use the mouse for drawing purposes and how to perform simple computer techniques. Pass/fail grading only.

*Fall*

*1 hour*

#### **CFM 212 VISUAL MERCHANDISING**

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

*Fall*

*3 hours*

#### **CFM 213 BEHAVIORAL ASPECTS OF CLOTHING**

A study of the psychological and sociological aspects of clothing.

*Spring*

*3 hours*

#### **CFM 214 APPAREL MERCHANDISING**

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

*Fall*

*3 hours*

#### **CFM 314 RETAIL MERCHANDISING**

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

*Spring*

*4 hours*

#### **CFM 315 HISTORY OF COSTUME**

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Also available as ART 315.

*Fall*

*3 hours*

#### **CFM 316 TAILORING**

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

*Fall, alternate years*

*3 hours*

#### **CFM 413 SPECIAL PROBLEMS IN RETAILING**

An in-depth study of problems which retailers are currently facing. Business environments are simulated for stu-

dents to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisite: CFM 314.

*Spring* 2 hours

#### CFM 414 APPAREL DESIGN DEVELOPMENT

A study of the feasibility of apparel designs. Emphasis will be placed on scaling designs up or down, fabric and trimmings selection in relation to price determination, developing operation sheets, and collection budgeting. Application toward requirements: major, minor. Prerequisite: CFM 115, 214.

*Spring* 2 hours

#### CFM 415 DRAPING

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. Application toward requirements: major, minor. Prerequisite CFM 115, CFM 417 or permission from instructor. Also available as ART 415.

*Spring, alternate years (or as needed)* 3 hours

#### CFM 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115. Also available as ART 417

*Fall, alternate years* 3 hours

#### CFM 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

*Fall* 3 hours

### Family and Consumer Sciences

#### FCS 355 FAMILY RESOURCE MANAGEMENT

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

3 hours

#### FCS 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

3 hours

### Seminar

#### FCS 499 PROFESSIONAL SYMPOSIUM

History, philosophy, and current trends in family and

consumer sciences. Pass/fail grading only.

*Fall*

1 hour

### Education

#### FCS 764 METHODS OF TEACHING FAMILY AND CONSUMER SCIENCES

A study of planning, implementing, and evaluating family and consumer sciences (formerly home economics) in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary family and consumer sciences education and nutrition majors. May not be counted toward a major.

*Spring*

3 hours

#### FCS 765 FAMILY AND CONSUMER SCIENCES EDUCATION

A survey of the curriculum for secondary family and consumer sciences education. Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA/HERO), and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

*Fall*

2 hours

#### FCS 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.

1 to 3 hours

### Foods and Nutrition

#### FN 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

3 hours

#### FN 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

3 hours

#### FN 325 NUTRITION DURING THE LIFE CYCLE

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status.

A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition.

Prerequisite: FN 227.

*Fall* 3 hours

#### **FN 327 INSTITUTIONAL FOODS**

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.

*Fall* 3 hours

#### **FN 328 FOOD SERVICE EQUIPMENT**

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.

*Fall* 1 hour

#### **FN 329 HOSPITALITY MANAGEMENT AND CATERING**

An introduction to the theory and application of management principles, skills, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organization. Management of human, material, and financial resources, production and service operations, quality and marketing for a catering company. Prerequisites: FN 124, 227, 327/328.

*Spring* 3 hours

#### **FN 340 COMMERCIAL FOOD MANAGEMENT FIELD EXPERIENCE**

A minimum of 100 hours of field experience in a commercial food service operation such as industry, universities and schools, health care facilities, cafeterias or a catering company. Students will apply management theories and develop management skills by participating in management of production, purchasing, sanitation and safety, distribution, finances, and personnel. Attendance of a weekly seminar is required.

*Spring, alternate years* 3 hours

#### **FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION**

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.

*Spring* 3 hours

#### **FN 426 NUTRITIONAL ASSESSMENT**

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes

application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.

*Spring* 3 hours

#### **FN 427 EXPERIMENTAL FOOD SCIENCE**

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101,141.

*Fall* 3 hours

#### **FN 428 ADVANCED NUTRITION**

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101,102, 436; and FN 227, 325.

*Fall* 3 hours

#### **FN 429 CLINICAL DIETETICS**

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.

*Spring* 3 hours

#### **FN 440 HOSPITALITY MANAGEMENT FIELD EXPERIENCE**

A minimum of 100 hours field experience in a medium size or large scale restaurant; students will rotate with all levels of management through all stations of the restaurant participating in the management process at different levels. Attendance of a weekly seminar is required.

*Spring, alternate years* 3 hours

### **Interior Design**

#### **ID 142 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS**

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

*Fall* 3 hours

#### **ID 144 INTERIOR DESIGN I**

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101.

Also offered as ART 144.

*3 hours*

**ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS**

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

*3 hours*

**ID 244 INTERIOR DESIGN II**

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six studio hours per week. Also offered as ART 244.

*3 hours*

**ID 245 HOUSING ISSUES**

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

*Fall*

*3 hours*

**ID 246 INTERIOR DESIGN MATERIALS**

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

*3 hours*

**ID 247 COMPUTER AIDED DESIGN**

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: ID 144, 244 (can parallel).

*1 hour*

**ID 343 CONSTRUCTION TECHNOLOGY**

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

*Spring*

*3 hours*

**ID 344 INTERIOR DESIGN III**

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and

designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

*3 hours*

**ID 348 INTERIOR LIGHTING DESIGN**

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID 144 and 244.

*Spring*

*3 hours*

**ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN**

Course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Prerequisite: Senior standing.

*3 hours*

**ID 444 INTERIOR DESIGN IV**

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

*Spring*

*3 hours*

**ID 447 CONTRACT INTERIOR DESIGN**

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors. Studio and lecture. Prerequisites: ID 144, 243, 244, 344: Six hours per week. Also offered as ART 447.

*3 hours*

*Students who wish advanced study in an area of human environmental sciences should consult with the department head and arrange for it through the special studies options listed on page 63.*

## MATHEMATICS AND COMPUTER SCIENCE

*Professor Knight, Head; Professors Bouknight, Davis, and Kraines; Associate Professor Guglielmi; Assistant Professors Gebert and Rosso; Instructor Schlitz; Adjuncts Fuller, Furst, Jones, Kirk, Marusak, O'Hara, Schiermeier, Sloan, Stanislaw and Tomak.*

### — Goals and Objectives

THE OBJECTIVES OF THE COURSES AND programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to acquire skill in mathematical reasoning, logical and creative thinking, and problem solving, and to gain confidence in her abilities. Students will gain an appreciation of the wide application of mathematics in the world and they will understand and apply technology appropriately as a resource in problem solving.

Through hands-on computer "modules" students learn basic knowledge and skills needed for using personal computers. The goal of these modules is to teach students how to learn computer applications through learning details of a particular package. Special topics in computing are offered in the module format in addition to the modules listed below under Computer Information Systems. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

For majors and minors in the department, we provide mathematical and computer preparation for

- careers related to mathematics and computing
- careers in business and the professions
- careers in secondary, middle grades, and elementary teaching
- graduate school
- general living and a lifetime of continuing education.

Objectives of computer-related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer.

In addition, the majors in Computer Science and Computer Information Systems gives the student facility with computer theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems.

Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the department office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina. Endorsement in computer science is also available.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A freshman-sophomore mathematics competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department.

Extracurricular activities include participation in national and regional mathematics competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

### — Requirements for Majors

## CORE CURRICULUM FOR MATHEMATICS MAJORS

Prerequisite: MAT 110 or placement

MAT 211 Calculus I (4)

MAT 212 Calculus II (4)

MAT 220 Linear Algebra (3)

MAT 250 Mathematical Reasoning (2)

MAT 313 Calculus III (3)

TOTAL .....16

## **BACHELOR OF ARTS — Mathematics**

1. Core Curriculum (16)
  2. At least one course chosen from (3)
    - MAT 321 Modern Abstract Algebra
    - MAT 410 Advanced Calculus
    - MAT 415 Topics in Analysis
    - MAT 425 Topics in Algebra
    - MAT 434 Topics in Geometry and Topology
  3. MAT 499 Senior Seminar (3)
  4. Electives: Mathematics courses at 200 level or above (9)
- TOTAL hours required .....31
- Prerequisite hours: 3

## **BACHELOR OF SCIENCE — Mathematics**

1. Core Curriculum (16)
  2. MAT 410 Advanced Calculus (3)
  3. At least two courses chosen from (6)
    - MAT 321 Modern Abstract Algebra
    - MAT 415 Topics in Analysis
    - MAT 425 Topics in Algebra
    - MAT 434 Topics in Geometry and Topology
  4. MAT 499 Senior Seminar (3)
  5. Electives: Mathematics courses at 200 level work or above (9)
  6. CSC 201 Computer Science I with C++ (3)
  7. One of the following sequences: (8)
    - CHE 111-112 General Chemistry I and II, or
    - PHY 211-212 General Physics I and II
  8. A total of at least 12 semester hours in one of the following related areas: (4-12)
    - Biology; business and economics; chemistry and physics; or computer science (this includes required courses above)
- TOTAL hours required .....52-60
- Prerequisite hours: 3

## **BACHELOR OF SCIENCE — Computer Information Systems**

1. Computer Science Courses
    - CSC 201 Computer Science with C++ (3)
    - CSC 203 Foundations of Computer Science (3)
    - CSC 212 Computer Science II: Advanced Programming with C++ (3)
    - CSC/MAT 262 Discrete Mathematics (3)
    - CSC 301 Data Structures and Algorithms (3)
    - CSC 420 Computer Science Seminar (1)
- TOTAL .....16

2. Computer Information Systems Courses
    - Prerequisite: CIS 943; CIS 101 and CIS 112; or ICCT (0-2)
    - CIS/BUS 120 Spreadsheets (1)
    - Two additional 100-level CIS electives (2)
    - CIS/CSC 312 Information Systems Management (3)
    - CIS/CSC 315 Database Theory and Design (3)
    - CIS 370 Ethics and Information Technology (1)
    - CIS/CSC 407 Software Engineering (3)
    - CIS 412 Systems Analysis and Design (3)
    - Elective: Computer Science or Computer Information Systems courses at 200 level or above (3)
- TOTAL .....19-20
3. Mathematics Courses
    - MAT 110, 120, or placement (3)
    - MAT 245, Statistics (3)
- TOTAL .....6
4. Business and Economics Courses
    - ACC 230 Accounting I (3)
    - ACC 231 Accounting II (3)
    - BUS 346 Management (3)
    - BUS 366 Marketing (3)
    - BUS 490 Corporation Finance (3)
    - ECO 211 Microeconomics (3)
- TOTAL .....18
5. Cooperative Education or Internship
    - COE 302 Cooperative Education (1-4)
    - COE 403 Cooperative Education (1-4)
    - CSC 930 Internship (1-4)
    - Minimum of 4
- TOTAL hours required .....63-65
- Prerequisite hours: 0-2

## **BACHELOR OF SCIENCE — Computer Science**

1. Computer Science Courses
  - Prerequisite: CIS 943; CIS 101 and CIS 112; or ICCT (0-2)
  - CSC 201 Computer Science I with C++ (3)
  - CSC 203 Foundations of Computer Science (3)
  - CSC 212 Computer Science II: Advanced Programming in C++ (3)
  - CSC/ MAT 262 Discrete Mathematics (3)
  - CSC 301 Data Structures and Algorithms (3)
  - CSC 311 Computer Organization (3)
  - CSC/CIS 315 Database Theory and Design (3)
  - CSC/MAT 360 Numerical Analysis (3)



CSC 420 Computer Science Seminar (1)  
 CSC 421 Topics in Computer Science (3)  
 CSC 430 Operating Systems (3)  
 Electives: any Computer Science course at 300 level  
 or above (3)

TOTAL.....34-36

2. Mathematics Courses

MAT 110 or placement (3)  
 MAT 211 Calculus I (4)  
 MAT 212 Calculus II (4)  
 MAT 220 Linear Algebra (3)  
 MAT 245 Statistics I (3)

TOTAL.....17

3. Science Courses

PHY 211/241 General Physics I and Lab (4)  
 PHY 212/242 General Physics II and Lab (4)

TOTAL.....8

4. Cooperative Education or Internship

COE 302 Cooperative Education (1-4)  
 COE 403 Cooperative Education (1-4)  
 CSC 930 Internship (1-4)  
 Minimum of 4

TOTAL hours required.....63-65

Prerequisite hours: 3-4

— *Licensure Requirements*

Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 110, MAT 120, or a calculus course.

Middle grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 110, 211, 245, 250 and 334. In addition, at least three hours in computer science or computer information systems are required.

Middle grades licensure in an area other than mathematics: MAT 110, MAT 120, or any calculus course.

Secondary licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science or computer information systems are required.

Licensure endorsements are available in mathematics and computer science. Requirements are available in the department office.

— *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be

given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 and MAT 110 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, MAT 211 and MAT 110 upon completion of MAT 313 with a grade of C or higher.

— *Curriculum*

**Mathematics**

**MAT 110 FUNCTIONS AND GRAPHS**

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

3 hours

**MAT 120 FINITE MATHEMATICS**

A study of numbers, sets, probability, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines.

3 hours

**MAT 130 EXPLORING WITH MATHEMATICS**

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fairness, apportionment, Euler circuits, networks, transportation, scheduling, sequences, population growth, simple and compound interest, symmetry, and fractals.

3 hours

**MAT 211 CALCULUS I**

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators and computer packages.

Prerequisite: MAT 110 or placement.

4 hours

**MAT 212 CALCULUS II**

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Prerequisite: MAT 211 or placement.

4 hours

**MAT 220 LINEAR ALGEBRA**

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisite: MAT 211.

3 hours

**MAT 245 STATISTICS I**

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity. Credit not available for both this course and SOC 375.

3 hours

**MAT 250 INTRODUCTION TO MATHEMATICAL REASONING**

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

2 hours

**MAT 262 DISCRETE MATHEMATICS**

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC 262. Prerequisites: MAT 110 or MAT 120.

3 hours

**MAT 299 HONORS MATH LAB**

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs

contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Prerequisite/Corequisite: MAT 211.

*1 hour Honors Credit***MAT 313 CALCULUS III**

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students will use a computer package. Prerequisite: MAT 212 or placement.

3 hours

**MAT 321 MODERN ABSTRACT ALGEBRA**

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisite: MAT 250.

Fall

3 hours

**MAT 334 MODERN COLLEGE GEOMETRY**

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four MAT courses, 200 level or above, including MAT 250.

Fall, even-numbered years

3 hours

**MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS**

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisite: MAT 212 and MAT 245.

Fall, odd-numbered years

3 hours

**MAT 345 STATISTICS II**

A continuation of MAT 245 which includes linear models (simple and multivariate), analysis of variance, and regression analysis (linear and non-linear). Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use statistical computer packages. Prerequisite: MAT 245 or equivalent.

Spring, odd-numbered years

3 hours

**MAT 348 NON-PARAMETRIC STATISTICS**

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative (nominally scaled) and ranked data. Chi-squared tests, rank procedures,

Spearman rank-correlation, and other methods. Students will use statistical computer packages. Prerequisite: MAT 245.

*Spring, even-numbered years.* 3 hours

#### **MAT 354 DIFFERENTIAL EQUATIONS**

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

*Spring, even-numbered years* 3 hours

#### **MAT 360 NUMERICAL ANALYSIS**

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC 360. Prerequisite: MAT 212.

*Fall, even-numbered years* 3 hours

#### **MAT 362 TOPICS IN DISCRETE MATHEMATICS**

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

*Spring, odd-numbered years* 3 hours

#### **MAT 410 ADVANCED CALCULUS**

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313.

*Spring* 3 hours

#### **MAT 415 TOPICS IN ANALYSIS**

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

*Fall* 3 hours

#### **MAT 425 TOPICS IN ALGEBRA**

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisite: Usually MAT 250, but varies with the topic studied.

*Spring, odd-numbered years* 3 hours

#### **MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY**

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250.

*Spring, even-numbered years* 3 hours

#### **MAT 499 SENIOR SEMINAR**

Team problem solving, an individual research project, and selected readings in the discipline. The results of the

research project will be presented in both written and oral forms. A satisfactory score on the Mathematics Achievement Test is required for completion of the course. Prerequisites: A knowledge of presentation graphics, senior standing.

*Fall* 3 hours

#### **MAT 764 METHODS OF TEACHING MIDDLE GRADES/SECONDARY MATHEMATICS**

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major.

*Fall* 3 hours

#### **MAT 910 TOPICS IN MATHEMATICS FOR MIDDLE GRADES LICENSURE**

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades licensure with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. To arrange to take this course, contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

1 hour

### **Computer Information Systems**

*(See below for Computer Science)*

Courses with CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

Computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two or three class meetings per week for a four and one-half week period. They are all offered on a pass/fail basis. **CIS 101 Introduction to Computing and CIS 112 Word Processing are prerequisites for most other modules and many other courses across the campus that use the computer.** The Introduction to Computing & Word Processing Competency Test (ICCT) is offered at regular intervals and on demand to waive CIS 101 or CIS 112 prerequisites. However, no credit is given for taking and passing the ICCT. Information on the knowledge and skills covered by the ICCT can be obtained in the department office. Special topics in computing are offered in the module format in addition to the modules listed.

**CIS 101 INTRODUCTION TO COMPUTING**

A basic introduction to using the PC with emphasis on a Graphical User Interface (GUI), such as Windows. An introduction to basic computer terminology; formatting and disk management; directory and file creation, use, and management will also be covered. An introduction to application software by using a wordprocessor. No prior knowledge of computers is required. Pass/fail grading.

*1 hour*

**CIS 112 WORDPROCESSING**

Formatting, storage, and retrieval of text-based documents including advanced features such as tables, columns, and merges. Extensive use of microcomputer software such as WordPerfect or MS Word. Prerequisite: CIS 101 or the former CSC 111, or CSC 201, or the competency test (ICCT). Pass/fail grading.

*1 hour*

**CIS 114 ADVANCED WORDPROCESSING**

Advanced office skills such as creating a database, sorting, and merging; advanced tables and spreadsheet features; integrating pre-drawn graphics into documents; and desktop publishing. Other topics include: hypertext, the equation editor, and other topics as determined by the interests of the students. This course includes a project. Hands-on use of software such as Microsoft Word. Prerequisite: CIS 943, CIS 112 or the ICCT. Pass/fail grading.

*1 hour*

**CIS 120 SPREADSHEETS**

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel, Lotus 1-2-3, or Quattro Pro. Also offered as BUS 120. Pass/fail grading.

*1 hour*

**CIS 131 PRESENTATION GRAPHICS**

Charting data by graphical representation and designing diagrams for presentation purposes. Extensive use of microcomputer software such as Microsoft Powerpoint. The course culminates in a project, of the student's choice, which is presented at the end of the course. Prerequisite: CIS 943, CIS 101, or the ICCT. Pass/fail grading.

*1 hour*

**CIS 140 DATABASES**

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software

such as Microsoft Access. Prerequisite: CIS 943, CIS 101 or the ICCT. Pass/fail grading.

*1 hour*

**CIS 150 EXPLORING THE INTERNET**

Among the topics to be explored are: history of the Internet, "Netiquette", using e-mail and news, getting files with FTP, the World Wide Web, dialing up, downloading, uploading files, telnet and more! Prerequisites: CIS 943, CIS 101 or the ICCT. A Meredith College e-mail account must be obtained prior to the start of this course. Pass/fail grading.

*1 hour*

**CIS 154 CREATING PAGES FOR THE WORLD WIDE WEB**

Students learn to create their own Web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics. Level of work: 100. Prerequisite: CIS 150. Pass/fail grading.

*1 hour*

**CIS 312 INFORMATION SYSTEMS MANAGEMENT**

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Topics include information flow, information requirements of management, decision-making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CSC 312. Prerequisite: Any CSC course, or three CIS modules.

*Spring*

*3 hours*

**CIS 315 DATABASE THEORY AND DESIGN**

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in-depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC 315. Prerequisite: CSC 301.

*Fall, odd-numbered years*

*3 hours*

**CIS 370 ETHICS AND INFORMATION TECHNOLOGY**

Discussion of the ethical and legal issues created by the introduction of information technology into everyday life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisite: five credit hours in CIS and/or CSC courses.

*Spring* 1 hour

**CIS 407 SOFTWARE ENGINEERING**

Introduction to principles of design, coding, and testing of software projects. The software development cycle, managing the implementation of large computer projects; programming as part of a project team. Also offered as CSC 407. Prerequisite: CSC 301.

*Spring, odd-numbered years* 3 hours

**CIS 412 SYSTEMS ANALYSIS AND DESIGN**

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisite: CIS 312.

*Fall, even-numbered years* 3 hours

### \* Computer Science

(See above for Computer Information Systems)

Courses with CSC prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

**CSC 201 COMPUTER SCIENCE I WITH C++**

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document C++ programs using techniques of good programming style. Prerequisite: MAT 110 or MAT 120 and CIS 943, CIS 101 or the ICCT.

3 hours

**CSC 203 FOUNDATIONS OF COMPUTER SCIENCE**

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of compu-

tation). Prerequisite: CSC 201.

*Spring*

3 hours

**CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN C++**

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of C++, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201.

3 hours

**CSC 262 DISCRETE MATHEMATICS**

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT 262. Prerequisites: MAT 110 or MAT 120.

3 hours

**CSC 301 DATA STRUCTURES AND ALGORITHMS**

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212 and CSC/MAT 262.

*Fall*

3 hours

**CSC 311 COMPUTER ORGANIZATION**

The fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to assembly language programming. Prerequisite: CSC 203.

*Fall, odd-numbered years*

3 hours

**CSC 312 INFORMATION SYSTEMS MANAGEMENT**

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Topics include information flow, information requirements of management, decision-making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CIS 312. Prerequisite: Any CSC course, or three CIS modules.

*Spring*

3 hours

**CSC 315 DATABASE THEORY AND DESIGN**

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in-depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS 315. Prerequisite: CSC 301.

*Fall, odd-numbered years*

*3 hours*

**CSC 360 NUMERICAL ANALYSIS**

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT 360. Prerequisite: MAT 212.

*Fall, even-numbered years*

*3 hours*

**CSC 407 SOFTWARE ENGINEERING**

Introduction to principles of design, coding, and testing of software projects. The software development cycle, managing the implementation of large computer projects; programming as part of a project team. Also offered as CIS 407. Prerequisite: CSC 301.

*Spring, odd-numbered years*

*3 hours*

**CSC 420 COMPUTER SCIENCE SEMINAR**

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers, and discussions of selected topics. Prerequisite: At least two CSC courses numbered 200 or above and junior or senior standing.

*Fall*

*1 hour*

**CSC 421 TOPICS IN COMPUTER SCIENCE**

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

*Spring*

*3 hours*

**CSC 430 OPERATING SYSTEMS**

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems, Prerequisite: CSC 301 and CSC 311.

*Spring, even-numbered years*

*3 hours*

*Under the auspices of Cooperating Raleigh Colleges, students in mathematics and computer science can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However with an additional year, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.*

*Students who wish advanced study and research in mathematics and computer science should consult with the department head and arrange for it through the special studies options listed on page 63.*

## MUSIC, SPEECH COMMUNICATION, AND THEATRE

*Professor D. Lynch, Head; Professors Clyburn, Fogle, F. Page, and Vaglio; Associate Professors Creagh, C. Rodgers, and Williams; Assistant Professors Caldwell, W. Rodgers; Adjuncts Atchley, Blackledge, Book, Brewer, Brockwell, Brown, Carter, Cherry, Daugherty, Daughtry, Downward, Dunson, Dupre, Dyke, Eagle, Evans, Farrington, M. Garriss, P. Garriss, Gilmore, Halverson, Hanford, Hudson, Jolly, Kauffman, Lohr, McKee, Mitchell, Morgan, Nelson, Newsome, Overmier, Partridge, Poniro, Porterfield, Randolph, Riva-Palacio, Sanders, Sparks, A. Stephenson, E. Stephenson, and Thomas; Technical Supervisor and Facilities Coordinator W. Brown.*

### — Purpose

THE STUDY OF MUSIC, SPEECH COMMUNICATION, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a minister, all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

### — Goals and Objectives

The objectives of the programs and courses offered by the Department of Music, Speech Communication, and Theatre are to encourage the student to

- develop creativity
- develop critical thinking skills
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body
  - pursue careers in the performing arts, arts education, business and professional settings, and churches
  - develop aesthetic understanding through evaluation of

important works of art related to music, speech communications, and theatre

- gain knowledge of basic artistic and philosophical movements in history
- gain knowledge and skills necessary to understand contributions of diverse cultures to music, speech, communications, and theatre
- understand the theoretical base applicable to each discipline
- promote involvement in the artistic life of the community
- understand and apply technology related to specific areas of music, speech, communications, and theatre
- understand the fundamental importance of arts education
- accumulate the knowledge and experiences necessary to develop reflective thinking
- perform in public.

### — Areas of Concentration

The department offers the following programs:

- the Bachelor of Arts with majors in music, speech communication, or theatre
- the Bachelor of Music with majors in applied music (concentration in instrument, voice, composition, or piano pedagogy) or in music education (concentration in choral/general or in instrumental music).

North Carolina teaching licensure, grades K-12, is available in music and in theatre.

A *Certificate in Church Music* may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, speech, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* is also offered. Master of Music students may choose either performance and pedagogy or music education. Information is available in the music department or in the John E. Weems Graduate School office.

### — Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview

with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a music major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

### — Requirements for a Major in Music

## BACHELOR OF ARTS

THE BACHELOR OF ARTS IN MUSIC IS INTENDED for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses.....	32
Theory 100, 101, 202, 203.....	12
Ear-Training 150, 151, 252, 253.....	4
Keyboard 140, 141, 242, 243.....	4
Music Literature 215.....	2
Music History 310, 311, 312, 313.....	8
Seminar in Music Literature 494.....	2
Applied Music and Electives.....	16
Minimum in applied music.....	8
Graduation Recital 491.....	1
Electives in Music.....	7
Ensembles.....	8 semesters

*(For other B.A. programs in the department — major in speech communications, major in theatre, teaching licensure in theatre, and concentration in musical theatre — please see pages 149 and 152.)*

## BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a

career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music.

### Major in Performance (Applied Music)

<i>Liberal Arts and Sciences</i> .....	42
English composition.....	3
Major British Writers.....	3
Foreign language.....	6
(Students will be placed at the appropriate level by the foreign languages department. Students concentrating in voice will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	
Religion.....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Sciences.....	6
A. History of Western Civilization (3)	
B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)	
Mathematics and natural sciences.....	6-7
A. Mathematics (3)	
B. Natural Science (3-4)	
Select one course from the following categories: biology, chemistry, physical geography, physics	
Health and physical education.....	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences.....	1-8

### Music Courses.....82

#### 1. Concentration in Keyboard, Instrument, or Composition

Theory 100, 101, 202, 203.....	12
Ear-Training 150, 151, 252, 253.....	4
Keyboard 140, 141, 242, 243.....	4



Music Literature 215 .....	2
Music History 310, 311,312, 313 .....	8
Pedagogy 220, 322 <sup>1</sup> .....	4
Conducting 300 and 301 or 302 .....	4
Seminar in Music Literature 494 .....	2
Seminar in Theory 495 .....	2
Literature of Applied Music 314 <sup>2</sup> .....	2
Principal applied study .....	24
Secondary applied study(ies) .....	4
Junior Recital 390 .....	1
Graduation Recital 490 .....	1
Keyboard proficiency .....	
Music electives <sup>3</sup> .....	8
Ensembles .....	8 semesters
<b>2. Concentration in Voice</b>	
Theory 100, 101,202,203 .....	12
Ear-Training 150, 151,252, 253 .....	4
Keyboard 140, 141,242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311,312, 313 .....	8
Pedagogy 220 .....	2
Phonetics 256, 257, 258 .....	3
Conducting 300, 301 .....	4
Seminar in Music Literature 494 .....	2
Seminar in Theory 495 .....	2
Literature of Applied Music 314 .....	2
Voice .....	24
Secondary applied study(ies) .....	4
Junior Recital 390 .....	1
Graduation Recital 490 .....	1
Keyboard proficiency .....	
Music electives .....	7
Choral ensembles .....	8 semesters
<b>3. Concentration in Piano Pedagogy</b>	
Theory 100, 101,202, 203 .....	12
Keyboard 140, 141,242, 243 .....	4
Ear-Training 150, 151, 252, 253 .....	4
Music Literature 215 .....	2
Conducting 300 and 301 or 302 .....	4
Music History 310, 311,312, 313 .....	8
Literature of Applied Music 314 .....	2
Principal applied study (piano) .....	22

Secondary applied study(ies) .....	4
Pedagogy 220, 321,322, 423, 424, 425 .....	12
Lecture-recital or workshop 391 .....	1
Graduation Recital 490 .....	1
Electives in music .....	6
Accompanying .....	6 semesters
Choral ensembles .....	2 semesters

### Major in Music Education

<b>Liberal Arts and Sciences</b> .....	42
English Composition .....	3
Major British Writers .....	3
Foreign Language .....	6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)	
Religion .....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Science .....	9
A. History of Western Civilization (3)	
B. American Ethnic Relations (SOC 335) (3)	
C. Psychology of Exceptional Individuals (PSY 312) (3)	
Mathematics and Natural Sciences .....	7
Mathematics (3)	
Natural Science (4)	
(Select from one of the following categories: biology, chemistry, physics)	
Health and Physical Education <sup>4</sup> .....	4
(Choose four activities courses or two activities courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences .....	4

<b>Music and Professional Education</b> .....	82
<b>(Choral/General Emphasis)</b>	
Theory 100, 101,202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141,242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311,312, 313 .....	8
Woodwind Techniques 070 .....	2
Brass and Percussion Instruments 080 .....	2
String Instruments 060 .....	2
Guitar Lab 068 .....	1
Instrumentation 304 .....	1
Choral Arranging 308 .....	2
Conducting 300, 301 .....	4
Principal applied study .....	14
Secondary applied study(ies) .....	3

<sup>1</sup> Composition concentration: substitute Computers and Music 506 and Instrumentation

<sup>2</sup> Composition concentration: Choral Arranging 308

<sup>3</sup> Composition concentration: 9 hours

<sup>4</sup> For Music Education majors, one semester of Marching Band at N.C. State University may be substituted for one activity course in physical education.

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Graduation Recital 491 .....	1
Keyboard proficiency .....	
Ensembles.....	7 semesters

### **Music and Professional Education** *(Instrumental Emphasis)*

Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8
Woodwind Techniques 070 .....	2
Brass and Percussion Instruments 080 .....	2
String Instruments 060 .....	3
Guitar Lab 068 .....	1
Instrumentation 304 .....	1
Orchestration 306 .....	2
Conducting 300, 302 .....	4
Principal applied study.....	14
Secondary applied study(ies) .....	2
(Secondary applied must include 1 hour of voice)	
Graduation Recital 491 .....	1
Keyboard proficiency .....	
Instrumental ensembles.....	7 semesters
Choral ensembles .....	2 semesters

### **Education, Methods, and Elective Courses**

Materials and Methods Elementary 720 .....	2
Materials and Methods Middle 721 .....	2
Materials and Methods Secondary 722 .....	2
(Choral/General Emphasis) or	
Materials and Methods Instrumental 723 .....	2
(Instrumental Emphasis)	
Educational Psychology 234 .....	3
Foundations of American Education 232 .....	3
Student Teaching 439 (Block) .....	6
Reading (EDU 471) (Block) .....	1
Introduction to Audio/Visual Materials (EDU 441) (Block).....	1

### **— Certificate in Church Music**

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301 .....	4
Church Music 395, 396, 397 .....	6
Internship 934.....	4
Religion .....	12

(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)

Applied Music .....	18-28
Principal applied (14-24) – Complete 300 level (Organ, voice, or piano)	
Secondary applied.....	4

At least two semesters at 100 level in two of the following (other than principal applied):

<i>organ, piano, voice</i>	
Graduation Recital 490 or 491 .....	1

Ensembles must include the following experiences:

Choral ensembles (4 semesters)	
Handbells (2 semesters)	
Accompanying (6 semesters)	
(Students whose principal applied is organ or piano)	

### **MASTER OF MUSIC**

MEREDITH OFFERS TWO GRADUATE MAJORS IN music. *The Master of Music in Performance and Pedagogy* emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. *The Master of Music in Music Education* emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest caliber. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the graduate office.

### **Non-Credit Program**

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required

for admission; continuation from one semester to another is contingent upon satisfactory progress.

### Facilities

**BUILDINGS:** Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

**EQUIPMENT:** A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

**LIBRARY:** A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 5,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

### Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among

the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

The Fletcher School of Performing Arts at Meredith College brings internationally distinguished artists to the campus for residencies which include performances and master classes offered to students and community professionals. During 1996-1997, the Fletcher School brought baritone William Stone, accompanist-coach Warren Jones, Metropolitan Opera Company diction coach Nico Castel, opera directors Carol Castel and Wesley Balk, violinist Nicholas Kitchen, and the Arman Ensemble, for residencies of several days each. In addition, the National Opera Company offered numerous open rehearsals and two complete opera performances.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

### — *Specific Requirements for Music Majors*

#### Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on student recital,

and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

### **Ensembles**

All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances are required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

### **Sophomore/Transfer Conference**

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled at the beginning of the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding the sophomore conference are available in the music office and from faculty advisers in music.

### **Portfolio**

Music majors are asked to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, and curricular checklists. Students and advisers review portfolios in advising conferences, the sophomore/transfer conference, and exit interviews.

### **Keyboard Proficiency**

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both

classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the department office.

### **Student Recitals**

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

### **— Curriculum**

Courses in music may fulfill humanities/fine arts general education requirements.

### **Theory**

#### **MUS 100, 101    ELEMENTARY THEORY AND COMPOSITION**

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly; at least one hour per week in the computer laboratory.

*Fall/Spring*

*3 hours each semester*

#### **MUS 140, 141    ELEMENTARY KEYBOARD**

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: MUS 140 before MUS 141.

*Fall/Spring*

*1 hour each semester*

#### **MUS 150, 151    ELEMENTARY EAR-TRAINING**

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction

with sight-singing. Use of programmed computer instruction, TAPMASTER, and PITCHMASTER systems in a lab setting to drill these skills. Prerequisites: students must be able to read music and to match pitch. MUS 150 before 151.

*Fall/Spring*

*1 hour each semester*

#### **MUS 202, 203 ADVANCED THEORY AND COMPOSITION**

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

*Fall/Spring*

*3 hours each semester*

#### **MUS 242, 243 INTERMEDIATE KEYBOARD**

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.

*Fall/Spring*

*1 hour each semester*

#### **MUS 252, 253 INTERMEDIATE EAR-TRAINING**

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.

*Fall/Spring*

*1 hour each semester*

#### **MUS 304 INSTRUMENTATION**

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.

*Spring*

*1 hour*

#### **MUS 306 ORCHESTRATION**

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisite: MUS 304.

*Spring*

*2 hours*

#### **MUS 308 CHORAL ARRANGING**

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint,

vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.

*Fall*

*2 hours*

#### **MUS 340 ADVANCED KEYBOARD TECHNIQUES**

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144, MUS 243.

*1 hour*

#### **MUS 495 SEMINAR IN THEORY**

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.

*Spring*

*2 hours*

#### **MUS 506 COMPUTERS AND MUSIC**

An introduction to the world of computers and music applications to computing, including programming in BASIC, flow-charting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet or information highway with specific emphasis upon musical resources.

*Fall*

*2 hours*

#### **MUA 105, 205, 305, 405 COMPOSITION**

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

*Fall and Spring*

*1 to 4 hours each semester*

### **History and Literature**

#### **MUS 214 MUSIC APPRECIATION**

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.

*Fall/Spring*

*3 hours*

#### **MUS 215 MUSIC LITERATURE**

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music and to score analysis. Students learn to listen actively to music from folk, popular and art tradi-

tions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors.

*Spring*

*2 hours*

#### **MUS 310 MEDIEVAL AND RENAISSANCE MUSIC**

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS 101, MUS 215.

*Fall*

*2 hours*

#### **MUS 311 BAROQUE MUSIC**

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.

*Spring*

*2 hours*

#### **MUS 312 CLASSIC AND ROMANTIC MUSIC**

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

*Fall*

*2 hours*

#### **MUS 313 TWENTIETH CENTURY MUSIC**

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

*Spring*

*2 hours*

#### **MUS 314 LITERATURE OF APPLIED MUSIC**

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

*2 hours*

#### **MUS 455 OPERA WORKSHOP**

A course focusing on preparation and performance of opera scenes. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a recital of opera scenes at the end of each semester.

*Fall and spring*

*2 hours*

#### **MUS 494 SEMINAR IN MUSIC LITERATURE**

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

*Fall*

*2 hours*

#### **MUS/THE 496 SEMINAR IN MUSICAL THEATRE**

See the course description for THE/MUS 496, p. 153.

*Fall, odd-numbered years*

*3 hours*

### **Music Education, Pedagogy, Phonetics**

#### **MUS 060 STRING INSTRUMENTS**

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

*Fall and Spring*

*1 to 3 hours each semester*

#### **MUS 070 WOODWIND TECHNIQUES**

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate methods for beginning and intermediate players are discussed and special techniques (such as muting, double-tonguing, etc.) are demonstrated.

*Spring*

*2 hours credit*

#### **MUS 080 BRASS AND PERCUSSION TECHNIQUES**

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments (tambourine, triangle, etc.) and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed.

*Fall*

*2 hours credit*

#### **MUS 220 PEDAGOGY I**

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area, as needed. Prerequisite: MUS 101, MUS 215.

*Spring*

*2 hours*

**MUS 321 PEDAGOGY II**

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.

*Fall* 2 hours

**MUS 322 PRACTICUM**

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

*Fall and spring* 1 hour each semester

**MUS 423 PEDAGOGY III**

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.

*Spring* 2 hours

**MUS 424 PRACTICUM**

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

*Fall and spring* 1 hour each semester

**MUS 425 SEMINAR/INTERNSHIP**

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 hours

**MUS 256, 257, 258 PHONETICS FOR SINGERS**

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature. 256: English and Italian; 257: French; 258: German.

1 hour each semester

**MUS 300, 301 CONDUCTING AND CHORAL LITERATURE**

A study of basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS 101; MUS 300 before MUS 301.

*Fall/Spring* 2 hours each semester

**MUS 302 INSTRUMENTAL CONDUCTING**

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Prerequisite: MUS 300.

*Spring, odd-numbered years* 2 hours

**MUS 503 ADVANCED CONDUCTING**

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

2 hours

**MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS**

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

*Fall* 2 hours

**MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS**

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101, 151.

*Fall* 2 hours

**MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS**

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

*Spring* 2 hours

**MUS 723 INSTRUMENTAL MATERIALS AND METHODS**

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning

and advanced school ensembles. School observation and teaching is required.

*Spring*

*2 hours*

#### **MUS 744 MUSIC IN THE ELEMENTARY SCHOOL**

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100 or MUS 214.

*Fall/Spring*

*2 hours*

### **Church Music**

#### **MUS 395 HISTORY AND LITURGIES**

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

*2 hours*

#### **MUS 396 HYMNOLOGY**

A study of the hymns of the Christian church, their history, and their function in worship.

*2 hours*

#### **MUS 397 ORGANIZATION AND ADMINISTRATION**

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

*2 hours*

#### **MUS 934 INTERNSHIP IN CHURCH MUSIC**

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

*1 to 2 hours per semester*

### **Ensembles**

All undergraduate music majors are required to participate in ensemble eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances are required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

#### **MUS 234 CHORUS**

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

*1 hour each semester*

#### **MUS 236 ACCOMPANYING**

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester, except for the two semesters that they are in a choral ensemble. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, one of the following is expected for one hour of credit:

- Prepare to accompany a recital for one major;
- Accompany lessons, jury examinations, and student recital appearances for one major;
- Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or
- Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

*1 hour each semester*

#### **MUS 237 INSTRUMENTAL ENSEMBLE**

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Examples of active



instrumental ensembles include the Meredith Wind Ensemble and the Meredith Flute Ensemble.

*1 hour each semester*

#### **MUS 238 ORCHESTRA**

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

*1 hour each semester*

#### **MUS 239 HANDBELL CHOIR**

Beginning and advanced handbell ringers perform on and off campus. Solo and ensemble ringing opportunities. Students must be able to read music.

*1 hour each semester*

#### **MUS 334 MEREDITH CHORALE**

A select group of about 35 singers who represent the College on campus and on tour. By audition only.

*1 hour each semester*

#### **MUS 335 PIANO ENSEMBLE**

Study of works for piano, four hands, or two pianos.

*1 hour each semester*

#### **MUS 434 VOCAL ENSEMBLE: ENCORE!**

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Corequisite: MUS 334.

*1 hour each semester*

### **Applied Music**

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

<i>Semester Hours Credit</i>	<i>Weekly Half- Hour Lessons</i>	<i>Weekly Practice Hours</i>
1	1	5
2	2	10
3	2	15
4	2-3	20

Applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

### **Recital**

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged. Pass-fail grading.

*1 hour each semester*

#### **MUA 290 SOPHOMORE RECITAL**

#### **MUA 390 JUNIOR RECITAL**

#### **MUA 391 LECTURE-RECITAL**

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

#### **MUA 490 GRADUATION RECITAL (APPLIED)**

A 50- 60-minute recital including music at senior (400) level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in applied music.

#### **MUA 491 GRADUATION RECITAL (B.A. or Music Education)**

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music.

### **Piano**

*Professor Clyburn, Coordinator; Professor Fogle; Adjuncts Blackledge, Brown, Daugherty, Daughtry, Evans, Jolly, Lohr, Mitchell, Riva-Palacio, and A. Stephenson.*

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Handbook. Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire

and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

#### **MUA 040 BEGINNING CLASS PIANO**

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transportation, chords, ensemble playing. Pass/fail grading only.

*1 hour*

#### **MUA 041 INTERMEDIATE CLASS PIANO**

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass/fail grading only. May be repeated for credit.

*1 hour*

#### **MUA 044 PREPARATORY PIANO**

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

#### **MUA 144 PIANO I**

J.S. Bach — Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition, composed after 1950.

#### **MUA 244 PIANO II**

J.S. Bach — A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

#### **MUA 344 PIANO III**

J.S. Bach — A prelude and fugue from WTC, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a large Romantic work; a piece or movement from the piano ensemble literature.

#### **MUA 444 PIANO IV**

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

### **Organ**

*Professor D. Lynch, Coordinator; Adjuncts Cherry, Downward, and M. Lynch.*

#### **MUA 145 ORGAN I**

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

#### **MUA 245 ORGAN II**

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

#### **MUA 345 ORGAN III**

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

#### **MUA 445 ORGAN IV**

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

### **Harpsichord**

**MUA HARPSICHORD 146, 246, 346, 446** *Adjunct Blackledge*

### **Violin**

*Adjunct Professor Garriss, Coordinator of Instrumental Music; Adjuncts Atchley, M. Garriss, Gettes, Partridge, and Randolph.*

#### **MUA 164 VIOLIN I**

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

#### **MUA 264 VIOLIN II**

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

#### **MUA 364 VIOLIN III**

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

**MUA 464 VIOLIN IV**

Scales in thirds and octaves; études by Rode and Gaviniès; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

**Orchestral Instruments**

Courses are also available in the following applied studies:

**MUA VIOLA 165, 265, 365, 465** Adjunct Sanders

**MUA CELLO 166, 266, 366, 466** Adjunct Hudson

**MUA DOUBLE BASS 167, 267, 367, 467** Adjunct Dyke

**MUA FLUTE 174, 274, 374, 474** Adjunct Nelson

**MUA CLARINET 175, 275, 375, 475** Adjunct Gilmore

**MUA PERCUSSIONS 189, 289, 389, 489** Adjunct Overmier

**Guitar**

*Adjuncts E. Stephenson and Dunson*

**MUA 068 GUITAR CLASS**

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

*1 hour each semester*

*Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.*

**MUA 168 GUITAR I**

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani.

**MUA 268 GUITAR II**

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisée.

**MUA 368 GUITAR III**

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

**MUA 468 GUITAR IV**

Études by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

*Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.*

**Voice**

*Associate Professor Williams, Coordinator; Adjuncts Carter, Farrington, Poniro, Sparks, and Thomas.*

**MUS 050 BEGINNING CLASS VOICE**

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

*Fall and spring*

*1 hour*

**MUA 154 VOICE I**

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

**MUA 254 VOICE II**

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

**MUA 354 VOICE III**

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

**MUA 454 VOICE IV**

Technical work continued, stressing flexibility.

Total repertoire (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

**Speech Communication and Theatre**

*Associate Professor Creagh, Coordinator; Associate Professor C. Rodgers, Director of Theatre; Assistant Professor W. Rodgers; Adjuncts Book, Brewer, Hanford, Kauffman, Morgan, and Porterfield; Technical Supervisor Brown.*

**— Speech Communication**

The courses in speech communication are designed to develop skills in public and interpersonal communication. Critical thinking is a focus of communication studies, primarily as it is embodied in the clear, logical, and creative expression of ideas. The communication curriculum provides the student with a detailed understanding of the way

communication functions in the individual consciousness, society, culture, business, and the arts. Students of communication frequently are employed in the fields of management, marketing, public relations, telecommunications, education, and speech therapy. Presentational skills applicable to most fields of endeavor are the focus of the introductory level courses. Upper level courses provide arenas for the theoretical and ethical reflection on the uses of these practical skills.

### — Requirements for a Major

#### Major in Speech Communication

The Bachelor of Arts with a major in speech communication prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes effective communication. Speech communication is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech communication requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

Required Courses.....	23
Speech 150 Voice and Articulation .....	3
Speech 225 Fundamentals of Speech.....	3
Speech 260 Interpersonal Communication .....	3
Speech 326 Oral Interpretation of Literature .....	3
Psychology 410 Social Psychology* .....	3
Advanced Rhetoric English 358, or approved equivalent* .....	3
Speech 410 Senior Practicum.....	1
Speech 494 Human Communication: Psychological Perspectives.....	3
Theatre 240 Practicum: Publicity/House Management.....	1
Related Studies .....	12

Twelve hours are required in speech communication or other departmentally approved electives. The choice of electives must be approved by the student's adviser. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

Examples of approved electives include ART 140, BUS 366, BUS 384, BUS 446, BUS 448, BUS 467, ENG 245, CD 335, ENG 475, POL 301, POL 303, PHI 210, PSY 212, PSY 312, PSY 332, PSY 530, SOC 335, SPE 270, SPE 350, SPE 400.

Minors are available in speech communication. There is also a program to prepare interested speech communication majors for graduate licensure programs in speech pathology (see coordinator for this program). A number of communication internships are available in public relations, television, radio, education, and speech therapy. Courses in speech communication may fulfill humanities-fine arts area distribution requirements.

### — Curriculum

#### SPE 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

3 hours

#### SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

Fall/Spring

3 hours

#### SPE 250 INTRODUCTION TO VIDEO PRODUCTION

A detailed study of S-VHS editing equipment and cameras. The course will concentrate on the proper techniques used to create video messages and the care and operation of video equipment.

A video project and two written exams are also required. Completed student projects will air on Meredith College Television, providing the students first-hand experience creating and disseminating messages via television.

Fall/Spring

2 hours

#### SPE 260 INTERPERSONAL COMMUNICATION

An introduction to relational and intrapersonal communication. The student should increase her sensitivity to other cultures by questioning habits, traditions, and current ideas and behaviors related to person perception and

\* Students are expected to meet the requirements of prerequisite course work or admission by permission of instructors for these courses.

communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

*Fall, Spring*

*3 hours*

#### **SPE 270 AMERICAN SIGN LANGUAGE**

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language by the end of the course. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. Particularly recommended for majors interested in careers in speech pathology or public education. Prerequisite: SPE 150 or departmental permission.

*Fall, Spring*

*2 hours*

#### **SPE 326 THE ORAL INTERPRETATION OF LITERATURE**

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

*Fall, Spring*

*3 hours*

#### **SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS**

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in career settings. Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

*Fall*

*3 hours*

#### **SPE 360 TELEVISION PROGRAM DESIGN**

This course teaches the student a variety of writing, directing, and editing techniques used in radio, television, video, and film. Emphasis will be on constructing messages for the television format. These scripts will include radio and television news, the informational or documentary format, and the drama. Students will study some basic directing and editing concepts for shot composition and sequencing.

*Spring*

*3 hours*

#### **SPE 400 SPECIAL TOPICS IN COMMUNICATION**

A seminar that will investigate a specific topic from a communication perspective. The course will attempt to address the various communication contexts that are the

basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, interpersonal communication, and organizational communication. Examples of specific topics include nonverbal communication, persuasion, and mass communication. May be taken on multiple occasions when topics vary.

*3 hours*

#### **SPE 410 SENIOR THESIS**

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video lecture, etc.). This project will be approved in advance and implemented under the supervision of the major adviser. A detailed outline and annotated bibliography is required by midterm.

*1 hour*

#### **SPE 494 HUMAN COMMUNICATION: PSYCHOLOGICAL PERSPECTIVES**

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

*Fall*

*3 hours*

#### **SPE 920 PROJECT: AREA OF SPECIALIZATION**

A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).

*1 to 3 hours*

#### **SPE 930 COMMUNITY INTERNSHIPS**

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available in speech pathology, public relations, tutoring at the N.C. Women's Correctional Institute, N.C. State Government, local television stations, as well as summer internships with major television networks for interested and qualified applicants.

*1 to 3 hours*

#### **SPE 940 SPECIAL TOPICS**

Advanced coursework in a selected context of communication such as Persuasion or Interpersonal Communication.

## Theatre

### — Requirements for a Major

#### 1. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or toward a focus on performance or production.

Core.....	24
Theatre 114 (Introduction to Theatre) .....	3
Theatre 224 (Basic Acting) .....	3
Theatre 230-242 (Practica – at least three different areas) .....	3
Theatre 245 (Stagecraft) .....	3
Theatre 316, 317 (History).....	6
English 350 (Topics in Drama) (must be approved by adviser), or	
English 355 or 356 (Shakespeare) .....	3
Theatre 490 (Project: area of specialization) .....	3
Additional Courses .....	12

The student must select at least 12 credit hours from the following list of courses:

Speech 150 (Voice and Articulation).....	3
Theatre 214 (Creative Dramatics).....	3
Theatre 230-242 (Theatre Practicum) (areas of study to be determined in consultation with major adviser) .....	1-3
Theatre 246 (Lighting and Sound).....	3
Theatre 247 (Costume and Makeup) .....	3
Theatre 324 (Intermediate Acting).....	3
Theatre 424 (Advanced Acting) .....	3
Theatre 425 (Directing).....	3
Theatre 495 (Seminar in Musical Theatre) .....	3
Theatre 499 (Internship) .....	1-3

Students majoring in theatre are expected to participate in departmental productions.

#### 2. Teaching Licensure in Theatre

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

#### 3. Concentration in Musical Theatre

Musical theatre receives a great deal of emphasis at Meredith. Each year, Meredith Performs offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

a. She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).

b. She may major in theatre and minor in music (Bachelor of Arts).

On occasion, students plan a contract major in musical theatre in consultation with the music and theatre faculty.

Minors are available in theatre and musical theatre. Theatre internships are available to qualified students in professional stock companies (primarily in the summer months).

Courses in theatre may fulfill humanities/fine arts general education requirements.

### — Curriculum

#### THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

*Fall, Spring*

*3 hours*

#### THE 214 CREATIVE DRAMATICS

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

*Fall*

*3 hours*

#### THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major

periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 114 or permission of the instructor.

*Fall, Spring* 3 hours each semester

#### THE 230-242 THEATRE PRACTICUM

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

*Fall, Spring* 1 hour each section

- 230 Performance (acting)
- 231 Performance (dance)
- 232 Performance (music)
- 233 Lighting
- 234 Sound
- 235 Costuming
- 236 Makeup
- 237 Stage Management
- 238 Scenic Construction
- 239 Scenic Design
- 240 House Management
- 241 Publicity and Box Office
- 242 Directing

#### THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

*Fall, even-numbered years* 3 hours

#### THE 246 LIGHTING AND SOUND

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

*Spring* 3 hours

#### THE 247 COSTUME AND MAKEUP

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. Prerequisite: THE 245 or permission of the instructor.

*Fall, odd-numbered years* 3 hours

#### THE 316 HISTORY OF THEATRE—CLASSIC THROUGH ROMANTIC

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

*Fall, even-numbered years* 3 hours

#### THE 317 HISTORY OF THEATRE—MODERN THROUGH CONTEMPORARY

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

*Spring, odd-numbered years* 3 hours

#### THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: THE 114 and permission of the instructor.

*Fall, odd-numbered years* 3 hours

#### THE 490 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

*Fall, Spring* 1 to 3 hours

#### THE/MUS 496 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

*Fall, odd-numbered years* 3 hours

#### THE 499 INTERNSHIP: AREA OF SPECIALIZATION

The course consists of an internship in theatre management, or in production, and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.

*Fall, Spring, or Summer* 1-3 hours

**THE 735 METHODS OF TEACHING THEATRE**

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE 214.

Fall

3 hours

*Students who wish advanced study in music, speech, or theatre should consult with the department head and arrange for it through the special studies options listed on page 63. Students may elect courses through the Cooperating Raleigh Colleges*

**PSYCHOLOGY**

*Professor Huber, Head; Professors Aubrecht, Heining-Boynton, and Hornak; Associate Professor Edwards; Assistant Professor, Fairbank; Adjunct Gilleland*

THE GOAL OF THE PSYCHOLOGY DEPARTMENT is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

***PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.***

**— Requirements for a Major in Psychology**

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)

Clinical (PSY 120, 320, 324, 420, 422, 424)

Experimental (PSY 330, 332, 334, 430, 530)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

*Note: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.*

**— Curriculum****PSY 100 INTRODUCTION TO PSYCHOLOGY**

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiologi-



cal basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

*3 hours*

#### **PSY 120 STRESS MANAGEMENT**

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

*1 hour*

#### **PSY 200 STATISTICAL METHODS IN PSYCHOLOGY**

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Prerequisite: CIS 101 or demonstrated competency by test.

*3 hours*

#### **PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY**

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

*3 hours*

#### **PSY 212 PSYCHOLOGY OF SEX ROLES**

The understanding of sex roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes.

*3 hours*

#### **PSY 300 EXPERIMENTAL PSYCHOLOGY**

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Prerequisite: PSY 200. Prerequisite: CIS 112 or demonstrated competency by test.

*4 hours*

#### **PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS**

A comprehensive review of development from infancy

to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings.

*3 hours*

#### **PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS**

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course.

*3 hours*

#### **PSY 320 ABNORMAL PSYCHOLOGY**

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

*3 hours*

#### **PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION**

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

*3 hours*

#### **PSY 330 NEUROPSYCHOLOGY**

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena.

*Fall*

*3 hours*

#### **PSY 332 PERCEPTION**

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

*Spring*

*3 hours*

#### **PSY 334 ANIMAL BEHAVIOR**

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleoanthropology, primate behavior, and behavior genetics.

*Spring*

*3 hours*

#### **PSY 340 COMMUNITY FIELD EXPERIENCE**

A field experience in psychology involving application

of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. Credit: variable, 1-3 hours. Pass/fail grading.

*Fall/Spring*

#### **PSY 342 AUTISM PRACTICUM**

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Lab and in the child's home. Credit: variable, 2-3 hours.

*Fall/Spring*

#### **PSY 410 SOCIAL PSYCHOLOGY**

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition.

*Spring* 3 hours

#### **PSY 420 THEORIES OF PERSONALITY**

Major contemporary theories of personality. Theories evaluated in light of research findings.

*Fall* 3 hours

#### **PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION**

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.

*Fall* 3 hours

#### **PSY 424 THEORY AND PRACTICE IN COUNSELING**

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and video-taping are used in the course. A variety of theories are introduced. The students is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this class. Junior/senior status.

3 hours

#### **PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY**

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers.

*Spring* 3 hours

#### **PSY 530 MEMORY, LANGUAGE, AND COGNITION**

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving.

*Fall* 3 hours

#### **SENIOR THESIS**

The interested and qualified student may elect to undertake a senior research project under the special studies option.

## RELIGION AND PHILOSOPHY

*Professors Cochran, Page; Associate Professor Vance; Assistant Professor Burlein; Adjuncts Palmer, Peterson and Smith.*

THE DEPARTMENT OFFERS A MAJOR IN RELIGION and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

— *The General Education Requirement in Religion (see page 48) may be completed as follows:*

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

— *Requirements for a Major in Religion*

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- Religion and society (REL 244, 248, 341, 342, 343)
- Biblical studies (REL 262, 265, 266, 268)
- Religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally-oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

### — Curriculum

#### Religion

##### REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time.

*3 hours*

##### REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

*3 hours*

##### REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

*3 hours*

##### REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

*3 hours*

##### REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

*3 hours*

##### REL 266 PAULINE LITERATURE

A study of the development of early Christian life and thought as found in the work and writings of Paul.

*3 hours*

**REL 268 WOMEN AND THE BIBLE**

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

*3 hours*

**REL 283 WOMEN IN THE CHRISTIAN TRADITION**

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

*3 hours*

**REL 285 THEOLOGY AND CONTEMPORARY LITERATURE**

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike.

*3 hours*

**REL 286 PHILOSOPHY OF RELIGION**

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

*3 hours*

**REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY**

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

*3 hours*

**REL 297 CONTEMPORARY RELIGIOUS ISSUES**

Selected topics in religion.

*1 hour*

**REL 341 SOCIOLOGY OF RELIGION**

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

*3 hours*

**REL 342 PSYCHOLOGY OF RELIGION**

A study of the results of psychological analysis of religious experiences.

*3 hours*

**REL 343 RELIGION AND LAW**

An analysis of the mutual concerns of religion and law

in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

*3 hours*

**REL 381 CHRISTIAN EDUCATION**

The principles and techniques of Christian leadership.

*3 hours*

**REL 382 HISTORY OF CHRISTIANITY**

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

*3 hours*

**REL 384 RELIGION IN AMERICA**

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined.

*3 hours*

**REL 497 SEMINAR**

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

*3 hours*

## Philosophy

**PHI 201 INTRODUCTION TO PHILOSOPHY**

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

*3 hours*

**PHI 205 POLITICAL IDEAS SEMINAR**

Selected readings from original sources in the area of political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors who should take it in their sophomore or junior years.) Prerequisite: ENG 111. Also offered as POL 205.

*Spring*

*3 hours*

**PHI 210 CRITICAL THINKING**

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and

direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

3 hours

#### PHI 251 ANCIENT GREEK PHILOSOPHY

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

3 hours

#### PHI 252 MODERN PHILOSOPHY

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

3 hours

#### PHI 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

3 hours

*Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 63.*

*Students may elect courses through the Cooperating Raleigh Colleges.*

## SOCIOLOGY and SOCIAL WORK

*Professor Sumner, Head; Professors Bishop and Zingraff, Director of Program in Sociology; Assistant Professors Brown and Glumm; Adjuncts Cotten, Martin, Hazen.*

THE DEPARTMENT OFFERS A MAJOR IN SOCIOLOGY and a major in social work. A Bachelor of Arts degree is conferred with each major.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through Career Services.

### — Prerequisites for Sociology Courses:

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

### — Requirements for a Major or Minor in Sociology

For a major, a minimum of 30 hours in sociology is required. Preferably by the end of the junior year, SOC 230, 374, and 375 must be completed. Preferably during the senior year, SOC 471, 472, 473, 489 and 496 must be completed. These schedule preferences favor the student's course progression and should be observed as much as possible. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

### — *Requirements for a Major in Social Work*

Liberal Arts Courses: BIO 101; SOC 230, 376; PSY 100; POL 100 (15 semester hours).

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 310, 401, 402, 403 (37 semester hours).

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional generalist social work practice.

Life and Work Experience: The program does not give credit for social work required courses for life and work experience.

Enrollment in practice courses and field: Only social work majors may enroll in social work practice courses (SWK 304, SWK 305, SWK 401) and the field placement (SWK 402) and seminar (SWK 403).

Admissions: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

### — *Requirements for a Minor in Criminal Justice Studies*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

### — *Requirements for a Minor in Women's Studies*

Twenty-one hours, including a community internship, may be selected from the designated catalogue courses (IDS 200, PSY 212, REL 268, REL 283, ART 324, ECO 335, SOC 330, FCS 355, SOC 376) or from approved special studies courses (e.g., HIS/History of Women, ENG/ American Women Writers, DAN/ Bodies of Knowledge, POL/ Gender Politics, FRE, GER, SPA/Women's Literature, SOC/Gender, Race and Labor). The internship and any other special studies or equivalent courses must be selected in consultation with the Director of Sociology.

### — *Curriculum*

#### **Sociology**

##### **SOC 230 PRINCIPLES OF SOCIOLOGY**

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

*Fall and Spring*

*3 hours.*

##### **SOC 231 SOCIAL PROBLEMS**

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed.

*3 hours*

##### **SOC 260 CULTURAL ANTHROPOLOGY**

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions and solutions to the challenges of social existence.

*3 hours*

##### **SOC 330 FAMILIES AND CHILD WELFARE**

A study of families in contemporary society with an emphasis on the needs of children, current family problems, and controversies about family forms. Topics covered include the impact of divorce, family poverty and lone parenthood, particularly as they affect children. Special emphasis will also be placed on explanations and interventions for family situations involving violence, child abuse and neglect. Diversity arising from race, ethnicity, social class and social changes will be examined.

*Spring*

*3 hours*

##### **SOC 332 HUMAN SEXUALITY**

The research literature on sexual interests, behaviors and relationships is reviewed as we discuss the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society.

*Spring*

*3 hours*

##### **SOC 335 RACE AND ETHNIC RELATIONS**

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a

minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explored. Prerequisites, EDU 232 or 200 level SOC.

*3 hours*

#### **SOC 336 CRIMINOLOGY**

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered.

*Fall*

*3 hours*

#### **SOC 337 CORRECTIONS**

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

*Alternate years; Spring*

*3 hours*

#### **SOC 340 AGING AND RETIREMENT**

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

*Alternate years, Fall*

*3 hours*

#### **SOC 341 SOCIOLOGY OF RELIGION**

For description, see REL 341

*3 hours*

#### **SOC 374 SOCIAL RESEARCH PRINCIPLES**

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL 374.

*Fall*

*3 hours*

#### **SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS**

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in this course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Also offered as POL 375.

*Spring*

*3 hours*

#### **SOC 376 OPPRESSED GROUPS AND SOCIAL JUSTICE**

This course introduces students to the dynamics and

consequences of oppression. The first half of the course will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by race, ethnicity, class, gender, sexual orientation, and/or disablement. The second half of the course will look at strategies for social justice and movements for social change.

*Spring*

*3 hours*

#### **SELECTED TOPICS IN SOCIOLOGY**

These courses encourage students to explore assorted subjects in sociology for greater depth in the field and greater readiness for advanced degree programs. Student interests and faculty availability determine which specific selections will be offered at any given time. There will be some choice from this category every semester.

*Fall and Spring*

#### **SOC 430 POPULATION DYNAMICS**

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of people fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences.

*3 hours*

#### **SOC 431 SOCIAL STRATIFICATION**

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households and of nations of socially structured groups receive specific treatment.

*3 hours*

#### **SOC 432 SOCIOLOGY OF ORGANIZATIONS**

This course is designed to explore local, state, national and global bureaucracies. The emphasis is on social structure, policy and change in organizational environments. Through analysis of the development and spread of large-scale organizations, we understand more fully how the behavior of populations may be controlled. Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another.

*3 hours*

#### **SOC 433 SOCIOLOGY OF EDUCATION**

This course will analyze the complex mutual influences

between education, social class, race, gender and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The structure of education in the United States is compared with systems in other nations for instructive policy analysis. EDU 232 may serve as prerequisite for students without a 200 level sociology course.

*3 hours*

#### **SOC 471 SOCIOLOGY SERVICE PROJECT**

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No less than 50 hours of service must be completed, along with a written report connecting the experiential lessons to central themes or theories in sociology. Prerequisite: at least 12 SOC credits. Pass/Fail Grading.

*Fall and Spring*

*1 hour*

#### **SOC 472 SOCIOLOGY LITERATURE REVIEW**

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and should be taken just prior to SOC 496. Pass/Fail Grading.

*Fall and Spring*

*1 hour*

#### **SOC 473 PROFESSIONAL DEVELOPMENTS IN SOCIOLOGY**

This seminar examines the practice of sociology as a profession, including the code of ethics, the growing emphasis on applied and clinical sociology by the national and regional professional associations, and the contributions made by sociologists to specific legislative initiatives. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are interviews, readings, and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail Grading

*Fall and Spring*

*1 hour*

#### **SOC 489 SOCIAL THEORY**

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by exten-

sions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.

*Fall*

*3 hours*

#### **SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS**

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites, SOC 374, 375, 472.

*Spring and Fall*

*3 hours*

#### **SOC 530 HEALTH AND SOCIAL SYSTEMS**

An examination of the problems, practices, and issues found in health care systems. Topics include the social facets of health and disease, the functions of health care organizations, the relationship of health care delivery to other social organizations, the behavior of health care practitioners and consumers, social group differences in rates of illness, factors in the social environment that affect rates of illness, and the comparison of health services in the United States to other countries. Also offered as MHA 530. Prerequisite: graduate standing or permission of instructor.

*Spring*

*3 hours*

### **Social Work**

#### **SWK 241 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE**

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test out their interest in social work practice through the completion of 30 hours of volunteer work in a social welfare agency.

*Fall, spring, and summer*

*3 hours*

#### **SWK 302 SOCIAL POLICY ANALYSIS**

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisite, SWK 241, POL 100.

*Spring and summer*

*3 hours*

#### **SWK 304 GENERALIST PRACTICE WITH INDIVIDUALS**

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by



working with individuals, families, and small groups. The development of professional communication skills is also emphasized. Open to social work majors only. Prerequisite; prerequisite or corequisite, SWK 307 or SWK 308.

*Fall and spring* 3 hours

**SWK 305 GENERALIST PRACTICE WITH FAMILIES AND GROUPS**

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and small groups and develop and test out skills in applying generalist interventive techniques to practice with families and groups. Consideration is given to adaptation of techniques to facilitate work with minority and ethnic families and groups. Open to social work majors only. Prerequisite, SWK 241, SWK 304; prerequisite or corequisite, SWK 307 and SWK 308.

*Spring* 3 hours

**SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: INFANCY THROUGH CHILDHOOD**

Use of the systems framework for selecting and using knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of infancy and childhood are covered. Prerequisites: SOC 230, PSY 100, BIO 101 prerequisite or corequisite, SWK 241.

*Fall and summer of odd years* 3 hours

**SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: ADOLESCENCE THROUGH AGING**

Use of the systems framework for selecting and using knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adolescence, adulthood, and aging are covered. Prerequisites: PSY 100, BIO 101, SOC 230; SWK 241, prerequisite or corequisite.

*Spring and summer of odd years* 3 hours

**SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK**

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential, and correlation statistics are introduced and students practice application of

evaluative research principles and statistics with appropriate computer software.

*Fall* 3 hours

**SWK 310 EVALUATION OF SOCIAL WORK PRACTICE**

Students design an evaluation of practice project and implement it in a social work practice setting. Students register for the course the semester prior to the social work field placement and complete the project in a social agency during the field placement. Prerequisite, SWK 309.

*Fall and spring* 3 hours

**SWK 401 GENERALIST PRACTICE WITH ORGANIZATIONS AND COMMUNITIES**

The generalist model of social work practice is implemented in the context of organizations and communities. Students engage in a community simulation designed to develop generalist practice skills in a community context. Open to social work majors only. Prerequisites, SWK 241, SWK 307 or SWK 308, SWK 304.

*Spring* 3 hours

**SWK 402-A SOCIAL WORK FIELD EXPERIENCE**

A minimum of 450 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Open to social work majors only. Prerequisite, SWK 241, SWK 302, SWK 307, SWK 308, SWK 304, SWK 305, SWK 309, SWK 310, prerequisite or corequisite; SWK 401. Also requires approval of Director of Field Education. P/F grading only. Fee: \$75.

*Fall, spring, and summer* 10 hours

**SWK 402-B SOCIAL WORK FIELD EXPERIENCE**

A minimum of 450 hours of beginning level social work practice experience under the supervision of a professional social worker in a public school setting. Open to social work majors only. Prerequisite, SWK 241, SWK 302, SWK 307, SWK 308, SWK 304, SWK 305, SWK 309, SWK 310, SWK 405B, prerequisite or corequisite; SWK 401. Also requires approval of Director of Field Education. Fee: \$205.

*Fall and spring* 10 hours

**SWK 403 FIELD INSTRUCTION SEMINAR**

Students meet weekly for an integrative seminar which assists in conceptualizing social work theory and ethics as they relate to social work practice. Written assignments are required to demonstrate integration of knowledge and practice. Open to social work majors only. Corequisite: SWK 402. Also requires approval of Director of Field Education. P/F grading only.

*Fall, spring, and summer* 2 hours

**SWK 405 SELECTED TOPICS IN SOCIAL WORK**

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, child welfare, and long term care of the aged.

**SWK 405-B SCHOOL SOCIAL WORK**

A review of social work roles in public schools with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work.

*3 hours*

*Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for a special studies option.*

*Students may elect courses through the Cooperating Raleigh Colleges.*

## Meredith College

# A PROFILE, 1997-98

### Character

Largest private, four-year college for women in the Southeast. Emphasis on the liberal arts. Founded by North Carolina Baptists; chartered in 1891.

### Student Body 1996-97

2,052 undergraduate degree-seeking students (55% campus residents, 45% commuting students). 215 graduate degree students. Total enrollment is 2,574. Students are from 22 states and 19 foreign countries. Programs for degree-seeking adult women students. Area citizens participate in continuing education courses.

### Campus

225 acres of land and tall oaks, set amidst the excitement and activities of a capital city and the Research Triangle Park, an area boasting over 83,000 college students. 1,200-seat amphitheater on lake site. Students reside in nine residence halls. Other facilities include the Carlyle Campbell Library (over 132,000 volumes, 11,000 audio-visual materials, and 771 journal and newspaper subscriptions), music library, art galleries, research greenhouse, music practice rooms, 600-seat auditorium, theater, concert hall, student center, computer labs, child care lab, indoor swimming pool, fitness center, dance studio, lighted outdoor tennis courts, putting green and soccer field. A campus-wide network provides e-mail, Internet access, and ALIS (Library Computer System) access. Computers connected to campus network are in each residence hall and student center. Intranet is available for campus-network users.

### Academic Characteristics

Student-faculty ratio approximately 17:1. Average class size 19. 101 full-time and 126 part-time professors. 76% of full-time professors have earned doctoral degrees. 66% of full-time faculty is female, 34% is male. Approximately

85% of freshmen return for their sophomore year. Approximately 59% of freshmen graduate within four years; 67% within five years.

### Accreditation

Southern Association of Colleges and Schools, National Association of Schools of Music, Council on Social Work Education, North Carolina Department of Public Instruction, National Council for Accreditation of Teacher Education, Foundation for Interior Design Education and Research. Approved American Dietetic Association Plan V Program and accredited post-baccalaureate program.

### Recognition

*U.S. News & World Report* — 1997 Top Tier and Best Buy ranking among Southern Colleges and Universities  
*Barron's* — 1996 Best Buys in College Education

### Degrees Offered

Bachelor of Arts, Bachelor of Music and Bachelor of Science. Also, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music.

### Special Programs

Study abroad options include a summer program in Italy, the Czech Republic and England; plus a variety of semester and year-long travel opportunities throughout the world. Internships and Cooperative Education available in all areas of study. Honors and Teaching Fellows programs. United Nations Semester, Washington, D.C. Semester, and New York City Semester. Pre-professional programs and teacher education offered. Cooperating Raleigh Colleges consortium allows students to take courses at the four other colleges and universities in Raleigh.

**Community Involvement**

Meredith makes available the use of its facilities to off-campus groups. Over 64,000 people attend functions on the Meredith campus each year.

**Career Preparation**

The College offers career planning seminars, vocational interest testing, experiential opportunities, information on graduate and professional schools, access to over 200 employers, and other services to help students develop a clear career path. A recent survey of new graduates indicated that within six months after graduation 97% of respondents seeking employment had found positions.

**Financial Assistance**

Meredith expects to meet a high percentage of need through a combination of scholarships, grants, loans and work study. Music, art, interior design and academic scholarships available. In 1996-97, Meredith coordinated approximately \$8.5 million in financial assistance for 1,439 students.

# COLLEGE DIRECTORY

## THE CORPORATION, 1997

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*Vice President for Academic Affairs*  
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*Executive Vice President*  
*(also serves as treasurer)*  
LaROSE F. SPOONER  
*Vice President for Marketing*  
*(also serves as secretary)*  
MURPHY M. OSBORNE  
*Vice President for Institutional Advancement*  
*(also serves as assistant secretary)*  
N. JEAN JACKSON  
*Vice President for Student Development*  
G. EUGENE BOYCE  
*General Counsel*

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*Vice Chair, Development*  
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*Vice Chair, Personnel Matters*  
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### — Executive Committee

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HELEN HARRIS  
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JEFF HOCKADAY  
ALEX HOLMES  
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HUBERT LEDFORD  
GEORGE McCOTTER  
RUBY McSWAIN  
MARGARET PARKER  
THEO PITT  
JUDITH POWELL  
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### — Term Expiration 1997

BARBARA ALLEN  
*Raleigh*  
LUTHER BREWER  
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*Sanford*  
COLLICE MOORE  
*Greenville*

THEO PITT  
Rocky Mount  
MARY JON ROACH  
Wendell

— *Term Expiration 1998*

JO ELLEN AMMONS  
Raleigh  
JERRY HARPER  
Jamestown  
CHARLES PACE  
New Bern  
MARGARET PARKER  
Winston-Salem  
GAYLE POWELL  
Whiteville  
LEON SMITH  
Gastonia  
EARL SPANGLER  
Shelby  
GARY TRAWICK  
Burgaw  
RON WITHROW  
Charlotte

— *Term Expiration 1999*

FAYE BROYHILL  
Lenoir  
GEORGE GRIFFIN  
Havelock  
ALEX HOLMES  
Raleigh  
HUBERT LEDFORD  
Raleigh  
ROBERT LEWIS  
Raleigh  
ROBERT OUTLAND  
Rich Square  
JUDITH POWELL  
Rocky Mount  
FRED STONE  
Raleigh  
GLENN WHITE  
Rockingham

— *Term Expiration 2000*

CHARLES BARHAM  
Raleigh  
SUSAN BURNETTE  
Raleigh  
SAM EWELL  
Wendell  
JEFF HOCKADAY  
Cary  
GARY McCOLLOUGH  
Beaufort  
GEORGE McCOTTER  
Garner  
RUBY McSWAIN  
Sanford  
EARL POPE  
Charlotte  
CLAUDE WILLIAMS  
Durham

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*President*  
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*Vice President*  
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New Bern  
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Raleigh  
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Raleigh  
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Raleigh  
MADISON E. BULLARD, JR.  
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Four Oaks

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JACK CLAYTON

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KARIN CRAM

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CHARLES DeSMET

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Raleigh

HARRY L. EBERLY

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SAM EWELL

Wendell

JONI FAY WATTS FETTERMAN

Clinton

KAY FIELD

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PATTI FRALIX

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Raleigh

BARBARA LYONS GOODMAN

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DOROTHY LOFTIN GOODWIN

Apex

ROBERT L. GUTHRIE

Raleigh

GLENN HARDER

Raleigh

TERESA POSTON HARRISON

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LESLIE LANDIS HAYES

Chapel Hill

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EUGENE M. LANGLEY, JR.

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Garner

MABEL CLAIRE HOGGARD MADDREY

Raleigh

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KRIS MICHAELIDES

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INA MAE BYRD POWELL

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FRANK E. ROBERTS

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JOYCE McINTYRE RUDISILL

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RONALD V. SHARPE

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JACK STANCIL

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Raleigh

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Raleigh

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Raleigh

C. ED VICK, JR.

Raleigh

ROBERT WHITE

Raleigh

GAYLE WILLIAMS

Winston-Salem

STEVE ZELNAK

Raleigh

**ALUMNAE ASSOCIATION**

— *Officers 1996-97*

*(Date following name indicates year of graduation)*

ELIZABETH TRIPLETT BEAM, 1972

*President*

Raleigh

MICHELLE RICH GOODE, 1973

*President Elect*

DEL HUNT JOHNSON, MBA 1991

*Secretary*

Raleigh

CAROLINE POWELL VERONEE, 1987

*Past President*

Charlotte

AMBER BURRIS SHEELY, 1989

*Vice President for Gifts*

Raleigh

KELLI M. CRAIG, 1992

*Vice President for Outreach*

Charlotte

KATHY SEEGER RHOADES, 1984

*Vice President for Programs*

Apex

— *Directors-at-Large*

CAROLYN HOWARD CARTER, 1973

Raleigh

KIMBERLY ANN CAUSEY, 1984

Greenville, SC



KELLY KNOTT COBB, 1969

Cary

MARCIA DARK CORETH, 1973

Richmond, VA

ANNE CLARK DAHLE, 1954

Raleigh

KELLY F. FORMY-DUVAL, 1995

Raleigh

SANDRA WEATHERMAN FELTON, 1983

Rocky Mount

NANCY SCOTT FULLER, 1961

Greensboro

BARBARA LYONS GOODMON, 1994

Raleigh

ROSETTA BERRY INMON, 1972

Raleigh

SUZANNE REYNOLDS, 1971

Winston-Salem

EDITH STEPHENSON SIMPSON, 1948

Raleigh

#### — Trustee Representative

GAYLE WELLS POWELL, 1948

Whiteville

#### FACULTY, 1996-97

*(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)*

ALAN I. AMMANN, D.B.A. (1990)

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LYN G. AUBRECHT, PH.D. (1974)

*Professor of Psychology*

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REBECCA BAILEY, PH.D. (1984)

*Associate Professor of Art*

B.F.A., M.A., Stephen F. Austin State University; Ph.D., Michigan State University.

RUTH BALLA, M.S. (1987)

*Manager of User Support, Office of Technology Services*

B.S., Wilkes College; M.S., North Carolina State University.

MAUREEN BANKER, M.A. (1984)

*Assistant Professor of Art*

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*Professor of Social Work*

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B.S., Colorado State University; M.S., Smith College.

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*Assistant Professor of Sociology*

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JAMES L. CLYBURN, M.S. (1958)

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ROSALIE P. GATES, PH.D. (1965)

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SUE E. KEARNEY, A.M. (1966)

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 B.S., University of Alaska; J.D. University of Puget Sound, M.I.M., American Graduate School of International Management; Ph.D., University of Tennessee.

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 Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

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 A.B., M.L.S., North Carolina Central University.

MICHAEL NOVAK, PH.D. (1987)  
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REBECCA J. OATSVALL, PH.D. (1984)  
*Irving H. Wainwright Professor of Business*  
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ALLEN F. PAGE, PH.D. (1973)  
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*Professor of Religion*  
 A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES MCCACHERN PAGE, ED.D. (1980)  
*Professor of Music*  
 A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

DAVID PARKER (1993)  
*Associate Professor of Art*  
 A.A., Campbell University; A.B., M.F.A. East Carolina University.

WETONAH PARKER, ED.D. (1993)

*Assistant Professor of Education*

B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

BRENT A. PITTS, PH.D. (1981)

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A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Supérieure de Commerce de Lyon.

WALDA POWELL, PH.D. (1995)

*Assistant Professor of Chemistry*

B.S., M.S., and Ph.D., North Carolina State University.

ROBERT K. REID, PH.D. (1979)

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LOUISE REISS, PH.D. (1982)

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MARTINE REY, PH.D. (1991)

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JEAN RICK, M.S. (1994)

*Reference Librarian*

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CATHERINE B. RODGERS, M.F.A. (1988)

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A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

WILLIAM RODGERS, M.F.A. (1994)

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MARK ROSSO, M.B.A. (1994)

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REGINA ROWLAND, M.A. (1995)

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SHERRY SHAPIRO, ED.D. (1989)

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REGINALD B. SHIFLETT, PH.D. (1978)

*Professor of Chemistry*

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NONA J. SHORT, M.A. (1966)

*Professor of Photography and Foreign Languages*

B.A., University of Mississippi; M.A., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A., C.M.A. (1982)

*Assistant Professor of Business*

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

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CHERYL SOUTHWORTH, PH.D. (1990)

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WILLIAM R. LEDFORD, PH.D. (1957)

*Professor of Foreign Languages*

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH MCCULLOH LEMMON, PH.D. (1947)

*Professor of History*

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

*Director of Alumnae Affairs*

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, PH.D. (1969)

*Professor of Psychology*

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

*Professor of Health and Physical Education*

B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, TH.D. (1973)

*Professor of Philosophy*

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study; Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, PH.D. (1962)

*Professor of History*

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)

*Director of Alumnae Affairs*

A.B., Meredith College.

DOROTHY K. PRESTON, PH.D. (1961)

*Professor of Mathematics*

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

DOROTHY QUICK, B.S. (1970)

*Circulation Librarian*

B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)

*College Editor and Director of Publications*

A.B., Meredith College.

EVELYN SIMMONS, M.S. (1962)

*Associate Professor of Economics*

B.S., Georgia State College for Women; M.S., University of Tennessee.

DOROTHY J. SIZEMORE, A.M. (1980)

*Dean of Students*

A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, PH.D. (1983)

*Professor of Business*

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

MARILYN M. STUBER, ED.D. (1965)

*Professor of Human Environmental Sciences*

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

LESLIE W. SYRON, PH.D. (1945)

*Professor of Sociology*

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.ED. (1970)

*Assistant Professor of Mathematics*

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, PH.D. (1966)

*Professor of Sociology*

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)

*Associate Professor of Art*

A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)

*Adjunct Instructor of Music*

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)

*Faculty Secretary*

A.B., Meredith College.

**ADMINISTRATION**

*(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)*

**— Office of the President**

JOHN E. WEEMS, ED.D. (1972)  
*President*

LAROSE F. SPOONER, ED.D. (1967)  
*Vice President for Marketing*

CAROLYN C. ROBINSON, A.B. (1958)  
*College Historian*

SHARON H. WOODLIEF, A.B. (1972)  
*Administrative Assistant*

MARTHA C. HARRELL (1979)  
*Administrative Assistant*

**— Marketing****Office of the Vice President for Marketing**

LaROSE F. SPOONER, ED.D. (1967)  
*Vice President*

**Enrollment Planning and Institutional Research**

SUE E. KEARNEY, A.M. (1966)  
*Dean*

**Admissions**

CAROL R. KERCHEVAL, M.ED. (1994)  
*Director of Admissions*

GRETCHEN M. SOLOMON, A.B. (1991)  
*Senior Associate Director of Admissions*

VANESSA GOODMAN BARNES, A.B. (1989)  
*Associate Director of Admissions*

KELLY A. PERGERSON, A.B. (1996)  
*Admissions Counselor*

MARIBETH C. CULLOM, A.B. (1989)  
*Records Manager*

DIANNE G. PARKER (1996)  
*Administrative Secretary*

GLENDA J. HOFFMAN (1986)  
*Recruitment Programs Assistant*

PHYLLIS R. MINCEY, M.R.E. (1988)  
*Recruitment Programs Assistant*

WHITNEY ALDERSON (1996)  
*Processing Assistant*

**Financial Assistance**

PHILLIP D. ROOF, B.S. (1995)  
*Director*

CAROL J. SANDERSON (1990)  
*Associate Director*

BETTY G. HARPER, B.S. (1994)  
*Assistant Director*

GINI V. STELLE (1995)  
*Secretary*

**Marketing and Communications**

JEANNIE S. MORELOCK, M.B.A. (1988)  
*Director*

ANNA A. TAYLOR, M.P.D. (1996)  
*Manager of Graphic Design*

KIM M. MARCOM, B.S. (1996)  
*Graphic Designer*

BRANDI BETTIS ORBIN, B.A. (1994)  
*Marketing and Communications Specialist*

JOANNE M. COTA (1987)  
*Office Manager*

**— Academics****Office of the Vice President and Dean of the College**

CRAVEN ALLEN BURRIS, PH.D. (1969)  
*Vice President and Dean of the College*

ALLEN F. PAGE, PH.D. (1973)  
*Dean of Undergraduate Instruction*

ANNE E. PICKARD, A.A. (1974)

*Administrative Assistant*

LINDA BATDORFF (1990)

*Departmental Assistant*

PAMELA BENCKE (1994)

*Departmental Assistant*

PEGGY BARBEE (1996)

*Departmental Assistant*

NANCY BORINTRAGER (1997)

*Departmental Assistant*

DOTTY LOU GANDY (1979)

*Departmental Assistant*

KATHERINE GOOLSBY (1992)

*Departmental Assistant*

CLETA JOHNSON (1988)

*Departmental Assistant*

SHEILA MARSCHAUSEN (1996)

*Departmental Assistant*

NELL MEGLAUGHLIN (1985)

*Departmental Assistant*

JAXIF MORTON (1993)

*Departmental Assistant*

ALYCE PARKER-TOWNSEND (1986)

*Departmental Assistant*

SUSANN UPHAM (1995)

*Departmental Assistant*

### **Office of the Registrar**

SUE TODD, A.B. (1968)

*Registrar*

BETSY STEWART, A.B. (1996)

*Assistant Registrar*

KAREN MOONEY, B.S. (1994)

*Records Secretary*

REBECCA COBLE (1989)

*Records Secretary*

ALYCE TURNER, A.B. (1993)

*Records Secretary*

### **Library**

JANET L. FREEMAN, M.L.S. (1984)

*Dean of Library Information Service*

EDWARD M. WALLER, M.S.L.S. (1986)

*Technical Services Librarian*

SUSAN SQUIRES, M.L.S. (1988)

*Reference Librarian*

JOHN W. KINCHELOE III, M.A. (1985)

*Media Specialist*

JEAN RICK, M.S. (1994)

*Reference Librarian*

CARRIE ALLEN NICHOLS, M.L.S. (1993)

*Catalog Librarian*

DIANA MCCLUNG (1987)

*Circulation Supervisor*

CYNTHIA L. BOWLING, B.F.A. (1990)

*Cable Administrator*

ALICE MCNEIL (1976)

*Library Assistant, Technical Services*

GERALDINE SARGENT (1978)

*Secretary*

MARGARET SEXTON (1975)

*Library Assistant, Technical Services*

CAROL SMITH, M.M. (1981)

*Library Assistant, Music Library*

C. RICHARD MCBANE, JR. (1986)

*Library Assistant, Media Services*

CHRISTIE LEE (1990)

*Library Assistant, Circulation*

DONNA GARNER (1990)

*Library Assistant, Technical Services*

### **Continuing Education**

MARY S. JOHNSON, ED.D. (1980)

*Dean of Continuing Education*

MADRA BRITT, M.ED. (1988)

*Co-Director, Undergraduate Degree Programs for  
Women Age 23+ (23+)*



SANDRA C. CLOSE, A.B. (1986)  
*Co-Director, 23+ Program*

MARGARET CLARY, M.ED. (1989)  
*Associate Director, 23+ Program*

SALLY DAVIS, B.S.  
*Assistant Director, 23+ Program*

ELIZABETH MCDUFFIE, B.S. (1993)  
*Director, Community Programs*

KAREN SAMPSON (1996)  
*Assistant, Community Programs*

E. PAGE POTTER, J.D. (1987)  
*Director, Legal Assistants Program*

BETH FLYE, M.B.A. (1994)  
*Assistant Director, Leadership*

SHARON L. GALECKI, A.A.S. (1990)  
*Program Assistant, 23+ Program*

PEGGY ABERNATHY (1993)  
*Program Assistant, 23+ Program*

SUSAN ILLINGWORTH (1995)  
*Receptionist/Office Assistant*

### **Graduate Studies**

MARY S. JOHNSON, ED.D. (1980)  
*Dean of the John E. Weems Graduate School*

CARROL B. SNODGRASS (1987)  
*Administrative Assistant*

BETH FLYE, M.B.A. (1994)  
*M.B.A. Coordinator*

### **Teaching Fellows Program**

ALMA LEE, M.ED. (1994)  
*Director*

### **Honors Program**

ELOISE GRATHWOHL, PH.D. (1990)  
*Director*

### **International Studies**

BETTY WEBB, PH.D. (1974)  
*Director*

### **Academic Computing**

RUTH ANN BALLA, M.S. (1987)  
*Director*

### **Capstone**

ROSEMARY HORNAK, PH.D. (1977)  
*Director*

### **Academic Assessment**

ELIZABETH A. WEIR, ED.D. (1988)  
*Coordinator*

### **Faculty Development**

MARY THOMAS, PH.D.  
*Director*

### **— Student Development**

#### **Office of the Vice President for Student Development**

JEAN JACKSON, PH.D. (1983)  
*Vice President*

MARY ANN BEAM, A.A. (1988)  
*Assistant to the Division*

### **Academic Advising Support Center**

TBA  
*Director*

### **Office of the Dean of Students**

SHARON M. CANNON, M.ED. (1995)  
*Dean*

TBA

*Director for Commuter Life*

CHRISTINA NUTTLE BUMGARDNER, M.ED.  
(1994)

*Director of First Year Experience*

### **Office of Residence Life and Housing**

PAULA O'BRIANT, B.S. (1994)

*Director*

KATHLEEN GEIBERT, B.S. (1994)

*Residence Director*

RENE MOON, M.ED. (1995)

*Residence Director*

MARGE STEVENS (1986)

*Residence Director*

SUSAN WHITE, B.A. (1995)

*Residence Director*

TBA

*Residence Director*

TBA

*Residence Director*

### **Office of the Campus Minister**

SAMUEL BANKS CAROTHERS, M.DIV. (1982)

*Campus Minister*

PENNY ULMER (1993)

*Secretary*

### **Career Center**

GORDON W. FOLGER, M.A. ED. (1987)

*Director*

VALERIE B. GOGAL, M.A. (1990)

*Assistant Director*

AMY AVERY, M.A. (1996)

*Assistant Director*

MARY ELLEN PHILEN, B.A. (1985)

*Office Manager*

ANN B. PHILLIPS (1989)

*Secretary*

### **Student Activities and Leadership Development**

CHERYL S. JENKINS, M.ED. (1991)

*Director*

SHELLY HOOVER, M.ED. (1995)

*Assistant Director*

MARGE KEYES (1991)

*Office Manager*

### **Counseling Center**

BETH MEIER, M.A. (1993)

*Director*

SANNE MARTIN, M.S.W. (1994)

*Assistant Director*

TBA

*Office Manager*

### **— Business and Finance**

### **Office of the Executive Vice President**

CHARLES E. TAYLOR, JR., M.B.A. (1983)

*Executive Vice President*

DEE PERRY (1996)

*Administrative Assistant*

### **Business and Finance Services**

WILLIAM F. WADE, JR., B.S., C.P.A. (1986)

*Controller*

KAY MILLER (1992)

*Accounts Payable*

SYLVIA BOSTER (1996)

*Payroll Coordinator*

BONNIE J. FURMAN, B.A. (1986)

*Personnel Coordinator*

PRISCILLA WOOD (1987)  
*Accounts Receivable*

### **Campus Activities**

MARIE MASON, PH.D. (1969)  
*Coordinator*

### **College Store**

MARY ANN REESE, B.S. (1984)  
*Manager*

FRANCES GILLIS (1973)  
*Merchandise Coordinator*

### **Central Services and Printing**

NORMA J. DUNN (1995)

### **Facilities Services**

A. CLARKE SUTTLE, B.S. (1988)  
*Facilities Manager*

PATTY BLACKWELL (1996)  
*CMMS Clerk*

JOHN WILSON (1997)  
*Stockroom Clerk*

RICK DUNNING (1986)  
*Maintenance Supervisor*

### **Maintenance Staff**

GEORGE ASHOO (1988)  
JOE BROWN (1988)  
KEN BUTLER (1996)  
TOM EDMONDSON (1977)  
BILL GLOVER (1996)  
DAGO HURTADO (1996)  
JAMES JONES (1981)  
DAVID A. MCLEOD (1990)  
ALFREDO MENDEZ (1997)  
KEITH POOLE (1995)  
ALEX ROCHA (1993)  
RICHARD SEALEY (1992)

HARRY CADMAN (1996)  
*Grounds Manager*

DARNELL SMITH (1981)  
*Grounds Supervisor*

### **Grounds Staff**

GALDINO AVILA (1987)  
ROBERTO AVILA (1992)  
FRANCISCO HUERTA (1995)  
BENITO ROCHA (1994)

TBA  
*Housekeeping Manager*

CRAIG BRIDGES (1987)  
*Housekeeping Supervisor*

WILLIAM COOPER (1986)  
*Housekeeping Supervisor*

LUCRETIA PETERSON (1981)  
*Housekeeping Assistant Supervisor*

BARBARA ROBINSON (1984)  
*Housekeeping Assistant Supervisor*

### **Housekeeping Staff**

IDA BRANTLEY (1994)  
CHRISTOPHER BUNCH (1995)  
SYLVESTER CORNEY (1989)  
MARILYN FLEMONS (1993)  
JUDY FOSTER (1995)  
DOUGLAS FULTON (1994)  
EDNA GREGORY (1989)  
LULA HARRELSON (1984)  
WILLIE HOWARD (1982)  
REATHA JEFFERIES (1985)  
JERRY LYNCH (1996)  
DUC VAN NGUYEN (1994)  
EMMA PITTMAN (1993)  
LOIS ROWLAND (1972)  
ANNIE RUTH SMITH (1981)  
WILLIAM SPEARMAN (1994)  
MARY ANN TUCK (1996)  
OLA TUCK (1996)

**Food Services (ARA)**

THAD O'BRIANT (1990)  
*Manager*

**Post Office**

ALYSIA BRASWELL (1990)  
*Postal Supervisor*

CECELIA MILLER (1988)  
*Information Services Assistant*

WILLIE KING (1956)  
*Postal Carrier*

**Security**

MICHAEL HOKE (1995)  
*Chief of Security*

**Security Staff**

W. W. ADAMS (1992)  
ROONEY ANDREWS (1997)  
DONALD APPLEFORD (1989)  
WORTH BAILEY (1972)  
WILLIAM GRINER (1971)  
RICHARD JOHNSON (1996)  
SHERWOOD JONES (1974)  
JEANETTE McLEOD (1991)  
V. C. MEDLIN, JR. (1981)  
TIMOTHY MORRIS (1983)  
DAVID RICHARDS (1996)  
LISA MARIE ROBINSON (1996)  
MATTHEW TODD SEDELL (1996)  
JEAN TREVATHAN (1993)  
JAMES WILLIAMS (1990)

**Health Services**

RUTH PEARCE, R.N.-C (1980)  
*Director*

SIDNEY MARTIN, M.D. (1972)  
*Physician*

ANNE SMITHSON, M.D. (1995)  
*Physician*

MELINDA MCLAIN, R.N.-C (1991)  
*Nurse*

LORETTA PEARSON, R.N. (1992)  
*Nurse*

**Technology Services**

RUTH ANN BALLA, M.S. (1987)  
*Manager*

DOUGLAS ALM, B.S. (1995)  
*Resource Specialist*

ANGELA GOUGE (1988)  
*Network Specialist*

LORI HARE (1990)  
*Coordinator, Technical Training*

VIRGINIA KEMP, A.S. (1982)  
*Telecommunications Specialist*

KATHY KESTERSON, M.S. (1988)  
*Programmer Analyst*

RON MITCHELL (1997)  
*Software Technician*

JOSH TATE (1997)  
*Hardware Technician*

ERICH WEIDNER (1997)  
*Hardware Specialist*

**Information**

PHYLLIS FISH (1995)  
*Switchboard Operator*

**CamTel/CamCard**

MARY REED (1996)

— *Institutional Advancement*

**Office of the Vice President for Institutional Advancement**

MURPHY M. OSBORNE, JR., ED.D. (1988)  
*Vice President*

JOYCE HINSON (1992)  
*Administrative Assistant*

GRACE E. BROCK (1994)  
*Financial Records Secretary*

SUSAN SCOTT, B.A. (1996)  
*Secretary/Receptionist*

**Alumnae Relations**

MARY KATE KEITH, B.A. (1995)  
*Director*

CELESTE DEREY BROGDON, A.B. (1995)  
*Assistant Director*

EILEEN MIGDAL (1994)  
*Secretary*

CAROLYN SCHWARTZ (1997)  
*Secretary*

**Corporate Relations**

TBA  
*Director*

CELESTE PICKETT HAYES, B.M. (1996)  
*Secretary*

**Planned Giving**

HAROLD L. WEST, JR., B.A. (1991)  
*Director*

CELESTE PICKETT HAYES, B.M. (1996)  
*Secretary*

**Cooperating Raleigh Colleges**

ROSALIE P. GATES, PH.D. (1981)  
*Director*

## CAMPUS DIRECTORY

**JOHNSON HALL**, NAMED IN MEMORY OF Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

**Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls** house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

The **Noel House** provides a setting with an international emphasis.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. Barefoot, Kilty Barefoot, and their family; and Marguerite Warren Noel.

**Belk Dining Hall** is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk. The newly renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

**Fannie E.S. Heck Memorial Fountain** was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

**Harriet Mardre Wainwright Music Building** is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall**, named in

honor of Mrs. Guy T. Carswell.

**Jones Hall**, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater, a studio theater, and a writing lab. Jones Hall was first used in 1949.

**Cooper Organ**, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

**Shaw Fountain** is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

**Elva Bryan McIver Amphitheater**, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

**Jones Chapel**, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

**Estelle Johnson Salisbury Organ**, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

**Mae Grimmer Alumnae House** includes offices of the Alumnae Association and the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

**Cate Center** contains the 240-seat **Kresge Auditorium**, student activities offices, the college store, The Bee Hive Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

**Park Center**, completed in 1996, is connected to the Care Center and houses the Department of Continuing Education and student development offices. It is named in honor of Roy and Dorothy Park.

**Shearon Harris Building**, constructed in 1982, houses the Departments of Business and Economics and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

**Gaddy-Hamrick Art Center** is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

**Ledford Hall**, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the Departments of Education, Psychology, and Sociology and Social Work.

**Joyner Hall** is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

**Carlyle Campbell Library** is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 153,000 volumes and 775-plus periodical subscriptions. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software. ALIS (Automated Library Information System) provides computerized access to the library's collections.

**Mary E. Yarbrough Building** for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

**Hunter Hall**, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, human environmental sciences, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used

for experimental purposes.

**Carroll Health Center and Residence Hall** was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The first floor of Carroll houses the Health Center and the Counseling Center. The second floor is a residence hall.

**Ellen Brewer House**, a residence of the Department of Human Environmental Sciences, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

**Weatherspoon Physical Education-Dance Building**, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a playing field, and a soccer field.

**Massey House** is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

**Lemmon House** is available for visiting professors and certain official college guests. It is located across from the back gate of the College off Faircloth Street.

**The Faw Garden**, as well as the **Margaret Craig Martin**, **Cleo G. Perry**, and **Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

## Visitor Parking

Visitor Parking areas are located in front of Johnson Hall and along the front drive and in front of the Park Center.

## LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, Raleigh, the home of Meredith College, is a growing capital city of approximately 250,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial

or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

## UNDERGRADUATE CALENDAR, 1997-1998

### — Fall Semester

Arrival of new students .....	Sat., Aug. 16
Registration.....	Mon., Aug. 18
Freshman Register .....	Tue., Aug. 19
Classes begin .....	Wed., Aug. 20
Last day to drop a course without paying .....	Tue., Aug. 26
Last day to add a course.....	Tue., Aug. 26
Labor Day Holiday—No classes held .....	Mon., Sep. 01
Last day to make grading changes .....	Wed., Sep. 17
Autumn recess begins at 5:00 p.m. ....	Fri., Oct. 10
Classes resume at 8:00 a.m. ....	Wed., Oct. 15
Midterm reports due at NOON .....	Wed., Oct. 15
Last Day to withdraw .....	Tue., Oct. 21
Thanksgiving recess begins end of class day .....	Tue., Nov. 25
Classes resume at 8:00 a.m. ....	Mon., Dec. 01
Last day of classes.....	Wed., Dec. 03
Reading day; music juries.....	Thu., Dec. 04
Final Examinations .....	Fri., Dec. 05-Sat., Dec. 13
Commencement .....	Sat., Dec. 13

### — Spring Semester

Registration .....	Tue., Jan. 06
Classes begin .....	Wed., Jan. 07
Last day to drop a course without paying.....	Tue., Jan. 13
Last day to add a course .....	Tue., Jan. 13
Holiday—Martin Luther King Day .....	Mon., Jan. 19
Last day to make grading changes .....	Wed., Feb. 04
Founders' Day .....	Mon., Feb. 23
Spring recess begins at 5:00 p.m. ....	Fri., Mar. 06
Midterm reports due at NOON .....	Wed., Mar. 11
Classes resume at 8:00 a.m. ....	Mon., Mar. 16
Last day to withdraw from a course.....	Mon., Mar. 16
Easter recess begins at 5:30 p.m. ....	Thu., Apr. 09
Classes resume at 8:00 a.m. ....	Tue., Apr. 14
Last day of classes .....	Mon., Apr. 27
Reading day; music juries.....	Tue., Apr. 28
Final Examinations .....	Wed., Apr. 29- Thu., May 07
Commencement .....	Sun., May 10

### — Summer Calendar, 1998

First six-week session begins .....	Mon., May 11
First six-week session ends .....	Thu., Jun. 18
First three-week session begins .....	Mon., May 25
First three-week session ends.....	Fri., Jun. 12
Second three-week session begins.....	Mon., Jun. 15
Second three-week session ends.....	Fri., Jul. 03
Second six-week session begins .....	Mon., Jun. 22
Second six-week session ends .....	Thu., Jul. 30
Third three-week session begins.....	Mon., Jul. 06
Third three-week session ends.....	Fri., Jul. 24
Opening day of class for 1998-1999	
Academic Year:.....	Wed., Aug. 19
Commencement for December 1998.....	Sat., Dec. 12
Commencement for May 1999.....	Sun., May 9



**CORRESPONDENCE AND VISITS**

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 829-8600.

The Meredith fax number is (919) 829-2828.

Information on Meredith is now available through the World-Wide Web at: —

<http://www.meredith.edu/meredith/>

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

**Academic Records**

Office of the Registrar, 829-8593

**Admissions**

Office of Admissions, 829-8581 or

1-800-MEREDITH

**Adult Student Information**

Office of Continuing Education, 829-8353

**Alumnae Matters**

Director of Alumnae Affairs, 829-8391

**Athletics**

Department of Health, Physical Education, and Dance, 829-8546

**Catalogue Requests**

Office of Admissions, 829-8581

**Community Educational Services**

Office of Continuing Education, 829-8353

Dean of Undergraduate Instruction, 829-2876

**Educational Programs**

Dean of the College, 829-8514

**Expenses**

Vice President for Business and Finance, 829-8516

**Financial Assistance**

Office of Financial Assistance, 829-8565

**Graduate Employment**

Meredith Career Center, 829-8341

**Housing Matters**

Associate Director of Residence Life and Housing, 829-8633

**News Items/Publications**

Office of Marketing and Communications, 829-8455

**Parents Association**

Office of Alumnae Affairs, 829-8391

**Student Employment**

Office of Financial Assistance, 829-8565

**Student Interests**

Dean of Students, 829-8521

**Student Reports**

Registrar, 829-8593

**Summer School**

Registrar, 829-8593

**Transcripts**

Registrar, 829-8593

**Vocational Testing**

Meredith Career Center, 829-8341

**ENROLLMENT FOR 1996-1997***— Fall 1996 Degree Candidates***Undergraduate Degree Candidates**

(Bachelor of Arts, Bachelor of Science, and Bachelor of Music) .....2052

**Graduate Students**

(Master of Business Administration, Master of Education, and Master of Music) .....215

**Total Degree Candidates** .....2267

Special undergraduate students .....112

Other students in credit courses .....195

Students in non-credit courses .....976

**Total Enrollment, Fall 1996** .....3550

**Total Summer Enrollment, 1996** .....1491

**Unduplicated Summer Enrollment, 1996** .....964

**Students in credit courses by state:**

Alabama .....2

Arizona .....2

California .....1

Connecticut .....4

Delaware .....1

Florida .....10

Georgia .....11

Illinois .....2

Kentucky .....4

Maryland .....12

Massachusetts .....2

Michigan .....2

New Jersey .....1

New York .....5

North Carolina .....2240

Pennsylvania .....1

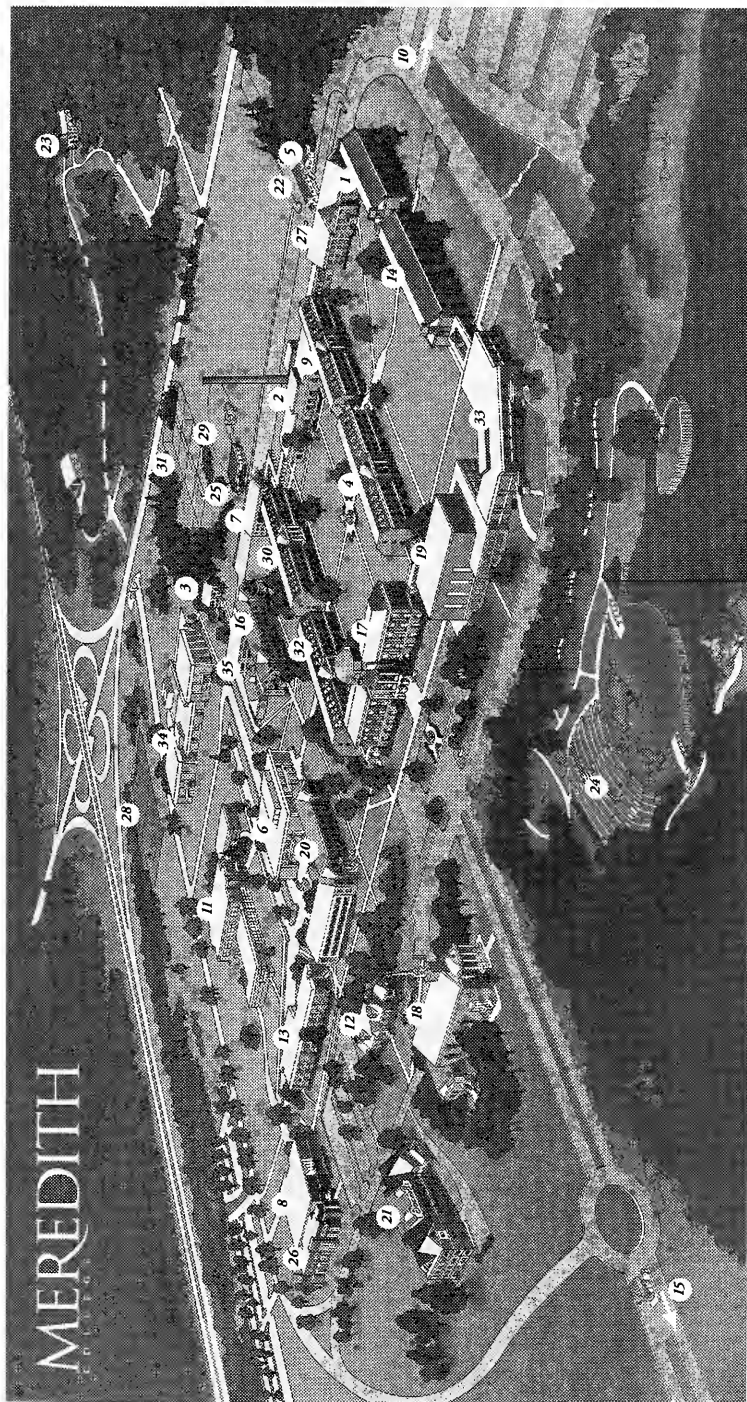
South Carolina .....19

Tennessee .....6

Texas .....8

Virginia .....190

Washington .....	1
West Virginia .....	3
International Students .....	48
<b>TOTAL.....</b>	<b>2574</b>



## CAMPUS MAP

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Security
6. Carlyle Campbell Library
7. Carroll Health Center & Residence Hall
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Faircloth Residence Hall
10. Faircloth Street Entrance
11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House

13. Harris Building (Business, Mathematics, Computer Science)
14. Heilman Residence Hall
15. Hillsborough Street Entrance
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium; Studio Theater; Music, Speech & Theatre; Writing Center)
20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
21. Ledford Hall (Psychology, Education, Sociology & Social Work)
22. Maintenance Shop
23. Massey House (President's Residence)

24. McIver Amphitheater & Meredith Lake
25. Noel House
26. Park Center (Continuing Education, The John E. Weems Graduate School, Student Development Offices)
27. Porcett Residence Hall
28. Soccer Field
29. Softball Field
30. Springfield Residence Hall
31. Tennis Courts
32. Vann Residence Hall
33. Wainwright Music Building (Canswell Concert Hall)
34. Weatherspoon Physical Education & Dance Building
35. Yarbrough Research Center



# INDEX

## A

Academics, 47-61  
 Academic Calendar, 194  
 Academic Planning and Advising, 56  
 Academic Recognition, 60  
 Academic Scholarships, 29  
 Accounting, Major in, 76  
 Accreditation, 9  
 Achievement in Mathematics Scholarship, 31  
 Achievement in Writing Scholarship, 31  
 Acteen Studiact Scholarships, 32  
 Adjunct Faculty, 1996-97, 177-182  
 Administration, Directory of, 185-191  
 Admission, 15-23  
   Administration, 22  
   Condition of, 22  
   Early, 17  
   Early Decision Plan of, 17  
   Faculty, 22  
   Freshman, 15-18  
   Non-Degree, 21  
   Post-Baccalaureate, 22  
   23+ Program, 20  
   Staff, 22  
   Transfer, 18-19  
 Adult Students, 18, 20  
 Advanced Placement Credit, 18, 57  
 Advisers, Academic, 43, 56  
 Alumnae Association Officers, 170  
 American Association of Colleges, 9  
 American Association of Colleges for Teacher Education, 9  
 American Association of University Women, 9  
 American Civilization, Major in, 118  
 American Dietetic Association, 9  
 American University, 11, 55  
 Angers, France, Semester in, 55  
 Art, Department of, 66-71  
   Curriculum, 68-71  
   Fees, 25  
 Art Education, 68  
 Art History, 67  
 Art Scholarships, 30  
 Art Program in Italy, 55  
 Assistance, Financial, 27-36  
 Astrotekton Society, 41  
 Athletics, Intercollegiate, 42, 108  
 Attendance, Class, 57  
 Auditing Courses, 57

## B

Bachelor of Arts Degree, 47  
 Bachelor of Music Degree, 49, 138-140  
 Bachelor of Science Degree, 47

Baptist Female University, 9  
 Bible School Transfers, 19, 58  
 Biology and Health Sciences, Department of, 72-76  
   Curriculum, 73-76  
 Board of Associates, 168-170  
 Board of Trustees, 167-168  
 Bowman-Gray School of Medicine, 73  
 Business Administration, Major in, 76  
 Business and Economics, Department of, 76-82  
   Curriculum, 78-82  
 Business School Transfers, 19, 58

## C

Calendar, Academic, 194  
 Campus Directory, 192  
 Campus Employment, 35  
 Campus, Location of, 193  
 Campus Map, 197  
 Capstone Studies, 48, 64  
 Career Center, 43  
 Career Direction, 12, 51-52  
 Career Studies, 66  
 Catalogue, Choice of, 47  
 Center for Women in the Arts, 65  
 Certificate Programs  
   Continuing Education, 52  
   Legal Assistants, 53  
 Chemistry and Physical Science, Department of, 82-85  
   Curriculum, 83-85  
 Child Development, 123  
 China, Study in, 55  
 Christian College, 10  
 Classification, Student, 60  
 Class Schedule, Changes in, 57  
 Clothing and Fashion Merchandising, 123  
 College Directory, 167-191  
 Communications, Professional, 51, 100  
 Community Programs, 53  
 Commuter Students, 25, 43  
   Fees, 25  
 Competitive Scholarships, 29-32  
 Computer Services, 43  
 Condition of Admission, 22  
 Continuing Education, 12, 52-53  
 Continuing Education Units (CEUs), 53  
 Contract Majors, 49  
 Contractual Agreement, 27  
 Contractual Scholarships, NC, 32  
 Convocation, 52  
 Cooperative Education, 54  
 Cooperating Raleigh Colleges, 54  
 Corporation Officers, 167  
 Correspondence Credit, 55  
 Correspondence Directory, 195

**Costs**

- Commuter Students, 25
- Resident Students, 25
- Council on Social Work Education, 9
- Counseling, 43-44

- Academic Advising, 43
- Career Planning, 43
- Freshman Seminar, 44
- Personal, 44

**Counseling Center, 44****Course Load, 56****Courses of Study, 63-164****Credit**

- Advanced Placement, 18, 57
- Correspondence, 55
- Evaluation of, 19
- Extra-Institutional, 18, 58
- Music, 59
- Old, 59
- Physical Education and Dance, 59
- Residence, 58
- Technical, Business, Bible and Nursing Schools, 58
- Transfer, 58
- Visitation, 56

**Credit Regulations, 57-59****Criminal Justice, 13, 52, 118****Cultural Activities, 39-40****D****Damage Deposit, 26****Dance, Health, and Physical Education Curriculum, 111-117****Dance, Major in, 108****Licensure, 109****Dean's List, 60****Degree Programs, 47-49****Requirements, 47-49****Degrees, List of, 62****Deferred Payment Plan, 26****Drew University, 11, 55****Duke University Medical Center, 13, 51, 58, 72****E****Early Admission, 17****Early Decision Plan, 17****Economics, Major in, 78****Curriculum, 78-82****Education, Department of, 85-99****Programs, 85-97****Curriculum, 98-99****Fees, 25****Licensure and Endorsement, 85****Elementary Teacher Education Program, 87-88****Employment, Campus, 35****Endowed Scholarships and Loans, 32-35****England, Abroad in, 54****English, Department of, 100-102****Curriculum, 100-102****Enrollment, 1996-97, 195****Environmental Science, 72****Expenses, 25-26****Extra-Institutional Instructional Credit, 18, 58****F****Faculty**

- Degrees of, 11
- Directory of, 171-184
- Adjunct, 177-182
- Emeriti, 182-184
- Full-time, 171-177

**Family and Consumer Sciences, 124****Fashion Merchandising, Clothing and, 123****Federal Assistance Programs, 35****Fees, 25-26****Payment of, 26****Special, 26****Financial Assistance, 27-36****Application Procedure, 28****Finances, 25-36****Awards, 28-29****Students' Rights and Responsibilities, 29****Foods and Nutrition, 123****Foreign Languages, Department of, 103-108****Curriculum, 103-108****Former Students, Re-Admission of, 21****French, 103****Freshman Classification, 60****Freshman Seminar, 44****Freshman Year, 56****G****General Education Requirements, 47-48****General Scholarships, 32****Geography, 84****German, 105-106****Goals, Operational, 10****Government, Student Association, 40****Grading System, 59****Graduate Programs, 12****Graduate Examinations, 57****Graduate School, The John E. Weems, 12****Graduation, 57****With Distinction, 60****Graphic Design, 67****Group Study, 63****Guaranteed Student Loan, See Stafford Loan Program****H****Handbook, Student, 39****Harris Scholarships, 29****Health Care, 43****Health Center, 43****Health, Physical Education, and Dance, Department of, 108-117****Curriculum, 111-117****Health Record, 16****Health Sciences, 73****Heritage of Meredith, 9****History and Politics, Department of, 118-122****Curriculum, 119-122**

Honorary Societies, 40  
 Honors Curriculum, 50-51  
 Honors Program, 11, 49-51  
 Honors, Student, 40  
 Honor System, 40  
 Housing, 42  
 Human Environmental Sciences, Department of, 122-128  
     Curriculum, 124-128

## I

Incentive Grants, 36  
 Individualized Study, 11-12  
 Individual Participation in Programs of Other Institutions, 54  
 Individualized Options, 53-54  
 Intercollegiate Athletics, 42  
 Interdisciplinary Studies, 63-64  
 Interior Design, 123-124  
     Scholarship, 30  
 International Visitors, 21  
 International Business, Major in, 77  
 International Students, 20  
 International Studies, 54-55  
 Interview, 16  
 Italy, Abroad in, 55  
     Art Program in, 55

## J

Junior Classification, 60  
 Junior Year, 57

## K

Kappa Nu Sigma, 40

## L

Latin, 106  
 Legal Assistants Program, 12, 53, 122  
 Learning Center, 56  
 Leave of Absence, 20, 27  
 Location, Campus, 193  
 London, Meredith Abroad in, 54

## M

Madrid, Spain, Semester in, 55  
 Majors, 48-49  
     Contract, 49  
     List of, 62  
     Requirements, 48  
 Map, Campus, 197  
 Marymount Manhattan College, 11, 55  
 Master of Business Administration Degree, 9, 78  
 Master of Education Degree, 9, 85  
 Master of Health Administration, 9  
 Master of Music Degree, 9, 140  
 Mathematics Achievement Scholarship, 31

Mathematics and Computer Science, Department of, 129-136  
     Curriculum, 131-136  
 Medical Technology, 13, 51, 72  
 Meredith Abroad, 11, 54  
 Middle Grades Teacher Education, 88-90  
 Minors, 49  
 Missionary Allowance, 32  
 Music, Applied, Fees, 25  
 Music Auditions, 30  
 Music Credit, 59  
 Music Scholarships, 30  
 Music, Speech, and Theatre, Department of, 137-156  
     Curriculum, 142-156

## N

National Association of Schools of Music, 9  
 National Collegiate Athletic Association, 9, 42  
 Non-Degree Students, 21  
 Nondiscriminatory Policy, 9  
 NC Association of Colleges for Teacher Education, 9  
 NC Contractual Scholarships, 32  
 NC Department of Public Instruction, 9  
 NC Legislative Tuition Grants, 26, 36  
 NC PLUS Loans, 36  
 NC Student Incentive Grants, 36  
 NC Teaching Fellow Awards, 32  
 Nursing School Transfers, 13, 19, 58  
 Nursing Transfer Curriculum, 13, 51

## O

Occupational Teacher Education, 92-93  
 Officers, Alumnae Association, 170  
 Officers, Board of Trustees, 167  
 Officers, Corporation, 167  
 Official Withdrawal, 27, 61  
 Operational Goals, 10  
 Organizations, Student, 41  
 Orientation, 22, 39  
 Other Institutions, Individual Participation in Programs of, 54  
 Out-of-State Programs, 36

## P

Part-time Students, 21  
 Pass/Fail Policies, 59  
 Payments  
     Contractual Agreement, 27  
     Deferred, 26  
 Payment Schedules, 26  
 Payment Terms, 26-27  
 PELL Grant, 35  
 Perkins Loan, 35  
 Personal Counseling, 44  
 Philaretian Society, 41  
 Physical Education and Dance Credit, 59  
 Physical Education Fees, 25  
 Physician Assistant, 51, 73  
 Planning, Academic, 56-57  
 Politics and History Curriculum, 119-122

Pre-Professional Preparation, 51  
 Pre-Professional Studies, 12  
 Presidents of Meredith, 9  
 President's Message, 7  
 Probation, Academic, 61  
 Professional Communications, 51, 100  
 Psychology, Department of, 154-156  
     Curriculum, 154-156  
 Publications, Student, 41  
 Public Instruction, Department of, 9  
 Purpose and Overview, 9-13

## Q

Quality Point Ratio, 59

## R

Re-Admission of Former Students, 21  
 Recommendations, of Admission, 16  
 Recreation, 42  
 Records, 60  
 Registration, 22, 60  
 Regulations, Credit, 57-59  
 Regulations, Student, 42  
 Religion and Philosophy, Department of, 157-159  
     Curriculum, 157-159  
 Religious Life, 41  
 Repetition of Courses, 57  
 Residence Credit Requirements, 58  
 Resident Damage Deposit, 26  
 Responsibilities, Student, 40  
 Retention, 61  
 ROTC, 54

## S

Schedule, Changes in Class, 57  
 Scholarships  
     Competitive, 29-31  
     Endowed, 32-35  
     General, 32  
 Scholastic Assessment Test, 16  
 School Social Work, 93  
 Second Baccalaureate Degree, 49  
 Secondary Teacher Education, 90  
 Secondary School Record, 15-16  
 Senior Classification, 60  
 Senior Scholars Program, 22  
 Senior Year, 57  
 Silver Shield, 40  
 Social Activities, 39-40  
 Social Work  
     Curriculum, 162-164  
     Fees, 25  
     Requirements for a major, 160  
 Societies, 41  
 Sociology and Social Work, Department of, 159-164  
     Curriculum, 160-162  
 Sophomore Classification, 60  
 Sophomore Year, 56

Southern Association of Colleges and Schools, 9  
 Spain, Semester in Madrid, 55  
 Spanish, 103, 106-108  
 Special Admissions Programs, 21  
 Special Fees, 26  
 Special Students, 21-22  
 Special Studies, 53, 63  
 Special Subject Areas, Teacher Education, 94-97  
 Speech, Theatre, and Music Curriculum, 150-152  
 Sports, Intercollegiate, 108  
 Stafford Loan Program, 35  
     Subsidized, 35  
     Unsubsidized, 35  
 Student Government Association, 40  
 Student Handbook, 39  
 Student Life, 10, 39-44  
     Commuter, 43  
 Student Life Committee, 41  
 Student Organizations, 41  
 Student Publications, 41  
 Student Regulations, 41  
 Student Responsibilities, 29, 40  
 Student Societies, 41  
 Studies  
     Abroad, 12, 54  
     Capstone, 47, 64  
     Career, 66  
     Individualized, 11, 53-54  
     Interdisciplinary, 63  
     International, 54-55  
     Pre-Professional, 12  
     Summer, 56  
     Women's, 66  
 Studio Art, 67  
 Summer Session, 23  
 Summer Study, 56  
 Supplemental Educational Opportunity Grants, 35  
 Supplemental Loans, 36  
 Suspension, 61

## T

Teacher Education, 12, 52, 85-99  
     Committee, 12  
     Elementary, 87-88  
     Middle Grades, 88-90  
     Occupational, 92-93  
     Secondary, 90  
     School Social Worker, 93  
     Special Subject Areas, 94-97  
 Teacher Licensure Renewal, 22  
 Teaching Fellows  
     NC Awards, 32  
     Program, 13, 52  
 Technical School Transfers, 19, 58  
 Terms of Payment, 26-27  
 Theatre, Music, and Speech Curriculum, 152-154  
 Transfer Admission, 18-19  
     Requirements, 18  
 Transfer Credit, 58  
 Transcripts, 61  
 Trustees, 167-168  
 Tuition, 25



## U

Undergraduate Academic Calendar, 194

Undergraduate Degree Programs for Women Age 23+, 19, 20, 52

## V

Veterans' Benefits, 36

Visitation Credit, 56

Visiting Students, 21

Visits to the Campus, 195

Vocational Rehabilitation, 36

## W

Washington Center, the, 55

Weems, The John E. Graduate School, 12

Withdrawals, 27, 61

Women, a College for, 10

Women's Studies, 66

Work-Study Programs, 35

Worship Services, 41

Writing Achievement Scholarship, 31



NOTES:

NOTES:



# MEREDITH

C O L L E G E

**OFFICE OF ADMISSIONS**

3800 Hillsborough Street

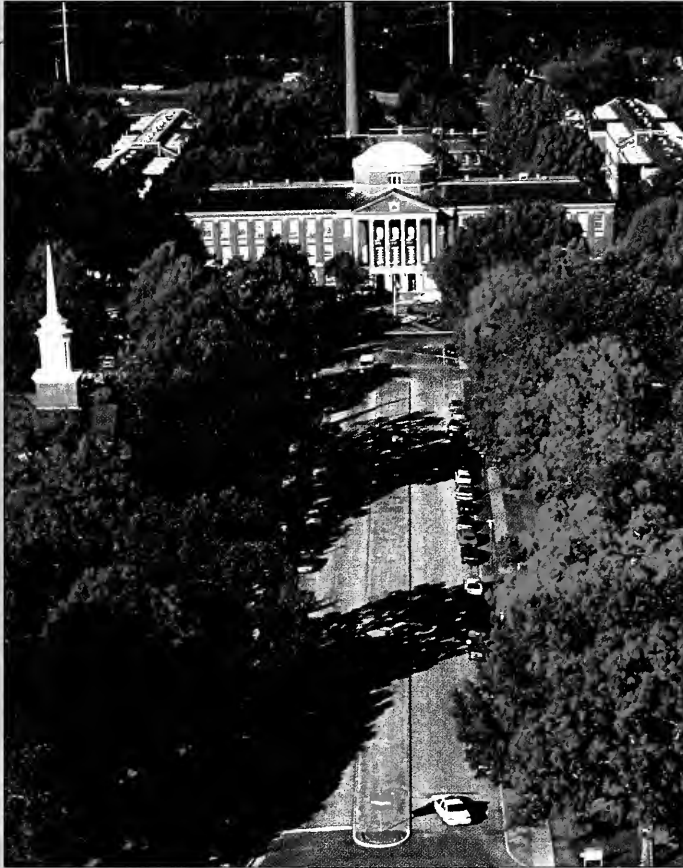
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# UNDERGRADUATE CATALOGUE 1998-99



# MEREDITH

C O L L E G E





# MEREDITH COLLEGE UNDERGRADUATE CATALOGUE

*Volume 22*

1998 - 1999

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catalogues should be sent to:

*Office of Admissions*

*Meredith College*

*3800 Hillsborough Street*

*Raleigh, North Carolina 27607-5298*



# CONTENTS

<b>President's Message .....</b>	<b>7</b>	<i>Deferred Payment Plan.....</i>	<b>26</b>
<b>Meredith College: Purpose and Overview .....</b>	<b>9</b>	<i>N.C. Legislative Tuition Grants.....</i>	<b>26</b>
Accreditation.....	9	<i>Withdrawals/Leaves of Absence .....</i>	<b>27</b>
Nondiscriminatory Policy .....	9	<i>Contractual Agreement.....</i>	<b>27</b>
Purpose .....	10	Financial Assistance.....	27
Statement of Mission .....	10	<i>Principles and Procedures.....</i>	<b>27</b>
Student Life .....	10	<i>Types of Assistance.....</i>	<b>29</b>
Faculty .....	11	<b>Student Life .....</b>	<b>39</b>
Curriculum .....	11	Student Orientation .....	39
Honors Program .....	11	Cultural and Social Activities .....	39
Individualized Study .....	11	Student Honors .....	40
Continuing Education .....	12	Student Responsibility .....	40
Graduate Programs .....	12	<i>Honor System.....</i>	<b>40</b>
Career Direction .....	12	Student Government Association .....	40
<i>Pre-professional Studies.....</i>	12	<i>Student Regulations.....</i>	<b>41</b>
<i>Teacher Education .....</i>	12	<i>Student Life Committee.....</i>	<b>41</b>
<i>Teaching Fellows Program.....</i>	13	Student Organizations.....	41
<i>Physician Assistant.....</i>	13	<i>Societies.....</i>	<b>41</b>
<i>Nursing Transfer Curriculum for RNs.....</i>	13	Religious Life .....	41
<i>Dietetic Internship .....</i>	13	Recreation .....	42
<i>Professional Communications.....</i>	13	Intercollegiate Athletics .....	42
<i>Criminal Justice Studies.....</i>	13	Residence .....	42
<b>Admission .....</b>	<b>15</b>	<i>Commuter Student Life.....</i>	<b>43</b>
Freshman Admission .....	15	Computer Services .....	43
Transfer Admission .....	18	Health Care .....	43
International Students.....	20	Counseling.....	43
Undergraduate Degree Programs for Women		<i>Career Planning.....</i>	<b>43</b>
Age 23+ .....	20	<i>Academic Advising.....</i>	<b>43</b>
Leave of Absence .....	20	<i>Personal Counseling.....</i>	<b>44</b>
Re-Admission of Former Students.....	21	<i>Counseling Center.....</i>	<b>44</b>
Part-Time Students .....	21	<i>Freshman Discovery Series, First-Year</i>	
Special Options for Non-Degree Students.....	21	<i>Experience Class.....</i>	<b>44</b>
Condition of Admission .....	22	<i>Student Organizations .....</i>	<b>44</b>
Orientation-Registration .....	22	<b>Academics: Programs and Regulations .....</b>	<b>47</b>
Summer Session .....	23	Choice of Catalogue.....	47
<b>Finances.....</b>	<b>25</b>	Degree Programs .....	47
Tuition and Fees .....	25	<i>Requirements for All Degrees.....</i>	<b>47</b>
<i>Full-Time Students .....</i>	25	<i>Requirements for Bachelor of Arts and Bachelor</i>	
<i>Part-Time Students.....</i>	25	<i>of Science Degrees.....</i>	<b>47</b>
<i>Additional Course Fees .....</i>	25	<i>Minors.....</i>	<b>49</b>
<i>Resident Damage Deposit.....</i>	26	<i>Requirements for the Bachelor of</i>	
<i>Special Fees.....</i>	26	<i>Music Degree.....</i>	<b>49</b>
Terms of Payment.....	26	<i>Requirements for a Second Degree, Major or</i>	
<i>Payment Schedule.....</i>	26	<i>Minor.....</i>	<b>49</b>

The Honors Program .....	49	Grading System.....	59
<i>The Honors Curriculum</i> .....	50	<i>Standard Grading</i> .....	60
Career Direction .....	51	<i>Quality Point Ratio</i> .....	60
<i>Pre-Professional Preparation</i> .....	51	<i>Pass/Fail Policies</i> .....	60
<i>Nursing Transfer Curriculum</i> .....	51	Academic Recognition .....	61
<i>Physician Assistant Program</i> .....	51	<i>Classification</i> .....	61
<i>Dietetic Internship</i> .....	51	<i>Dean's List</i> .....	61
<i>Professional Communications</i> .....	51	<i>Graduation with Distinction</i> .....	61
<i>Criminal Justice Studies</i> .....	51	Records .....	61
<i>Teacher Education</i> .....	52	<i>Registration</i> .....	61
<i>School Social Worker</i> .....	52	<i>Transcripts</i> .....	61
<i>Teaching Fellows Program</i> .....	52	Satisfactory Progress, Retention, and	
Convocation .....	52	Suspension.....	61
Continuing Education .....	52	Leave of Absence .....	62
<i>Undergraduate Degree Program for Women</i>		Official Withdrawal .....	62
Age 23+ .....	52	<b>List of Academic Programs .....</b>	<b>63</b>
<i>Community Programs</i> .....	52	<b>Courses of Study.....</b>	<b>65</b>
<i>Certificate Programs</i> .....	53	Special Studies.....	65
Individualized Options.....	53	Interdisciplinary Studies .....	65
<i>Special Studies</i> .....	53	Cross-Cultural Skills Minor .....	66
<i>Writing Intensive Courses</i> .....	53	Capstone Studies.....	66
<i>Cooperative Education</i> .....	54	Center for Women in the Arts.....	67
<i>Cooperating Raleigh Colleges</i> .....	54	Women's Studies .....	68
<i>ROTC Opportunities Through Cooperating</i>		Career Studies .....	68
<i>Raleigh Colleges</i> .....	54	Art .....	68
<i>International Studies</i> .....	55	<i>Studio Art</i> .....	69
<i>Individual Participation in Programs of</i>		<i>Graphic Design</i> .....	69
<i>Other Institutions</i> .....	55	<i>Art History</i> .....	69
<i>Correspondence Credit</i> .....	56	<i>Art Education</i> .....	70
<i>Visitation Credit</i> .....	56	<i>Curriculum</i> .....	70
Summer Study.....	56	Biology and Health Sciences .....	74
Academic Planning and Advising .....	56	<i>B.A. in Biology</i> .....	74
<i>Academic Advisers</i> .....	56	<i>B.S. in Biology</i> .....	74
<i>Course Load</i> .....	56	<i>B.S. in Biology, Concentration in</i>	
<i>The Freshman and Sophomore Years</i> .....	57	<i>Environmental Science</i> .....	74
<i>The Junior and Senior Years</i> .....	57	<i>B.S. in Health Science</i> .....	74
<i>Graduation</i> .....	57	<i>Curriculum</i> .....	75
<i>Graduate Examinations</i> .....	57	Business and Economics.....	78
<i>Changes in Class Schedule</i> .....	57	<i>B.S., Major in Accounting</i> .....	78
<i>Repetition of Courses</i> .....	58	<i>B.S., Major in Business Administration</i> .....	78
<i>Class Attendance</i> .....	58	<i>B.S., Major in International Business</i> .....	79
Credit Regulations .....	58	<i>B.A., Major in Economics</i> .....	80
<i>Advanced Placement Credit</i> .....	58	<i>Master of Business Administration</i> .....	80
<i>Auditing Courses</i> .....	58	<i>Licensure</i> .....	80
<i>Corequisites</i> .....	58	<i>Curriculum</i> .....	80
<i>Residence Credit Requirements</i> .....	58	Chemistry and Physical Science.....	84
<i>Transfer Credit</i> .....	59	<i>Major</i> .....	85
<i>Credits from Technical, Business, Bible, and</i>		<i>Curriculum</i> .....	85
<i>Nursing Schools</i> .....	59	Education.....	88
<i>Credit for Extra-Institutional Instruction</i> .....	59	<i>Programs Offered</i> .....	88
<i>Old Credit</i> .....	59	<i>Education Programs</i> .....	88
<i>Credit in Music</i> .....	59	<i>Licenses and Endorsements</i> .....	89
<i>Credit in Physical Education and Dance</i> .....	59		

Elementary Teacher Education (Grades K-6) Program.....	90	B.S. in Computer Information Systems.....	133
Middle Grades Teacher Education (Grades 6-9) Program.....	91	B.S. in Computer Science.....	134
Secondary Teacher Education (Grades 9-12) Programs.....	92	Licensure Requirements.....	134
Occupational Teacher Education Programs.....	95	Credit Testing in Mathematics.....	134
School Social Worker Programs.....	96	Curriculum.....	135
Special Subject Area Teacher Education (Grades K-12) Programs.....	97	Music, Speech and Theatre.....	140
Curriculum.....	100	Areas of Concentration.....	141
English.....	102	Audition and Interview.....	141
Major in English.....	102	Majors.....	141
Minor in Professional Communications.....	103	Bachelor of Arts.....	141
Prerequisites.....	103	Bachelor of Music.....	142
Curriculum.....	103	Master of Music.....	144
Foreign Languages.....	105	Curriculum.....	146
Majors in French and Spanish.....	105	Speech Communication and Theatre.....	153
Advanced Study.....	105	Major in Speech Communication.....	154
Advanced Placement.....	105	Curriculum.....	154
Curriculum.....	106	Major in Theatre.....	156
Health, Physical Education, and Dance.....	111	Major in Musical Theatre.....	156
Major in Dance.....	111	Psychology.....	159
Teaching Licensure in Dance.....	112	Major in Psychology.....	159
Major in Exercise and Sports Science.....	113	Curriculum.....	159
Curriculum.....	114	Religion and Philosophy.....	161
History and Politics.....	121	General Education Requirements.....	161
Special Career Directions.....	121	Major in Religion.....	161
Internships.....	121	Curriculum.....	162
Advanced Placement.....	121	Sociology and Social Work.....	164
Major in History.....	121	Major in Sociology.....	164
Major in Public History.....	121	Major in Social Work.....	164
Major in American Civilization.....	121	Concentration in Criminal Justice Studies.....	164
Major in International Studies.....	121	Minor in Women's Studies.....	164
Minor in History.....	122	Curriculum.....	165
Concentration in Criminal Justice Studies.....	122		
Curriculum.....	122	<b>Meredith College, A Profile, 1998-99.....</b>	<b>169</b>
Politics Courses:		<b>College Directory.....</b>	<b>171</b>
Major in Political Studies.....	124	The Corporation.....	171
Minor in Political Studies.....	124	Board of Trustees.....	171
Curriculum.....	124	Board of Associates.....	173
Legal Assistant Courses.....	125	Alumnae Association.....	174
Human Environmental Sciences.....	126	Faculty.....	175
Major in Child Development.....	126	Adjunct Faculty.....	181
Major in Clothing and Fashion Merchandising.....	126	Faculty Emeriti.....	186
Major in Foods and Nutrition.....	127	Administration.....	188
Major in Interior Design.....	127	Campus Directory.....	196
Major in Family and Consumer Sciences.....	127	Location.....	197
Curriculum.....	128	Undergraduate Academic Calendar for 1998-99.....	198
Mathematics and Computer Science.....	132	Correspondence and Visits.....	199
B.A. in Mathematics.....	133	Enrollment for 1997-98.....	199
B.S. in Mathematics.....	133	Campus Map.....	201
		<b>Index.....</b>	<b>203</b>





## PRESIDENT'S MESSAGE

*John E. Weems, Ed.D.*

**I**T'S AN EXCITING TIME FOR WOMEN — and it's an honor and a privilege to be among those who promote and encourage opportunities for women.

A forward-looking institution, Meredith has the finest faculty, the latest technology, and the best equipped physical facilities you'll find anywhere. Our philosophy of education — a commitment both to a strong liberal arts tradition and to the almost limitless potential for women in the work place and community — is strong. While students engage in rigorous scholarship, they also are challenged to be leaders, to find meaningful careers, to discover their own values, to chart their own courses, to be unafraid to meet ever higher goals, and to make a difference in the world.

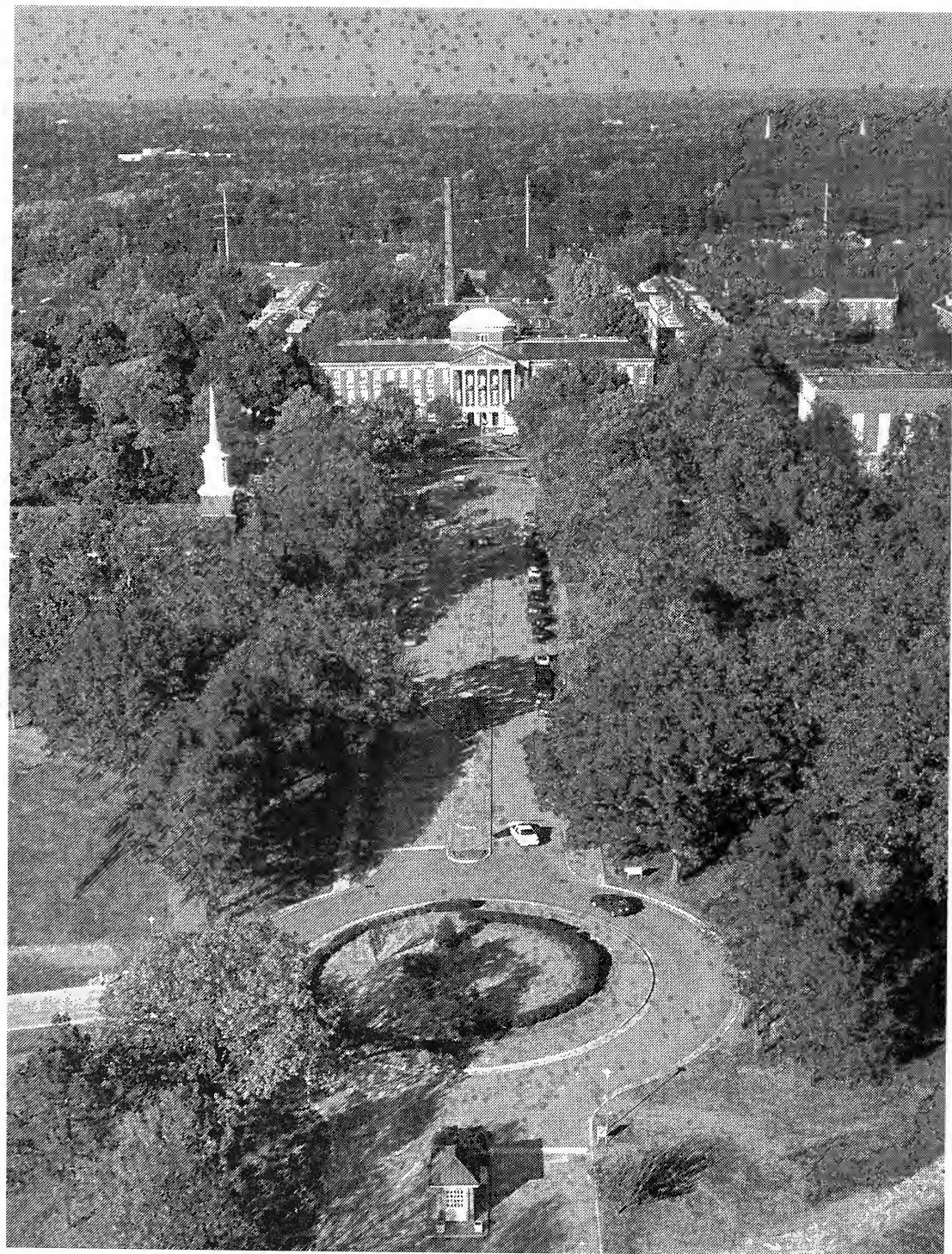
As the largest private college for women in the Southeast, Meredith is at the hub of a sophisticated array of first-rate academic, governmental, scientific, business, and professional communities, constantly enriching the College's

own excellent curriculum and resources. Meredith's academic curricula is carefully designed to prepare women for success in the 21st century.

Our student body is diverse and inclusive — welcoming both the traditional student and the adult student with equal enthusiasm; offering graduate degrees in business, education, music, and an exciting new graduate degree in health administration; being sensitive to and respectful of differences in race, geographical origin, professional and educational goals, and the spiritual needs of women.

Operating for over a century as a women's college, Meredith has awarded over 13,000 degrees. Our alumnae attest to the fact that Meredith graduates are succeeding in the competitive job market of the 1990s and attribute this to the high quality education they received. Attending Meredith made a difference in their lives; it can make a significant difference in your life too!







# MEREDITH COLLEGE:

## PURPOSE AND OVERVIEW

**T**HE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-present.

### ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE Southern Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of

Education, Master of Health Administration and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It also has an approved American Dietetic Association Plan V and AP4 programs. The Legal Assistants Program is approved by the American Bar Association.

Graduates of Meredith are eligible for membership in the American Association of University Women.

### NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS OF any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the executive vice president at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special needs. The vice president for academic affairs coordinates policy with regards to learning disability.

## HISTORIC STATEMENT OF PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE of the College as follows:

*The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.*

This historic statement of purpose is expressed in the following contemporary statement of mission.

## STATEMENT OF MISSION

IN EDUCATING WOMEN TO EXCEL, MEREDITH College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to enter graduate and professional studies, and to lead responsible lives of work, citizenship, leisure, learning, and service.

## STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,500 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication among students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs. Security services at Meredith College are provided 24-hours-a-day by sworn police officers, and access to the campus is controlled at night. Information about occurrences of criminal incidents on the Meredith campus is available through the Office of Admissions and the Chief of Campus Police.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 260,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County Public School System. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 90,000 college students.

## FACULTY

THE FACULTY AT MEREDITH ARE CENTRAL TO THE College's function as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 76 percent of the full-time faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

## CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for minors or further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers seven degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music.

## HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DESIGNED to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction; and to develop her many facets as a whole person. (Details on are pages 49-51.)

## INDIVIDUALIZED STUDY

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may complement her classroom study with full-time or part-time employment. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Italy, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. Individual study opportunities are also available in China and Japan. In addition, a student may

arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions (see pages 54-55).

## CONTINUING EDUCATION

MEREDITH IS COMMITTED TO ENCOURAGING IN each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older — women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops. They may undertake course work for academic credit leading to an undergraduate or graduate degree, or they may earn certification or licensure in a job-related field (see pages 52-53).

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community of men, women, and children of all ages with programs and services responsive to a wide variety of learning needs.

## GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers five master's degree programs: Master of Business Administration (MBA); Master of Education with licensure in elementary education, English as a Second Language (ESL), and reading; Master of Health Administration (MHA); Master of Music (M.M.) in performance and pedagogy; and a dietetic internship. Full information is contained in a separate catalogue, available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program.

## CAREER DIRECTION

MEREDITH COLLEGE, WITH ITS LIBERAL EDUCATION foundation and commitment to career and personal development, offers students the key to full participation in the

current and future workplace. At Meredith, traditional skills in analytic thinking, communication, human relations, and learning-to-learn are enhanced through technological knowledge and applied through experiential learning. This merger of the time-honored liberal arts perspective and contemporary workplace competencies prepares Meredith graduates with the tools for satisfying and successful career development.

For many of Meredith College's more than 35 majors, specific career preparation is an integral part of the curriculum. Students are also assisted in career direction through the use of self-designed majors, minors, concentrations, and other means of customizing their coursework. Whether students plan employment or continued academic study following graduation, they can establish and pursue career goals in all departments.

### — *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

### — *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop effective teachers whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of a teacher, a major field of study apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the plu-

realistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

#### — *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan/Awards will receive \$5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to equal the monetary contribution made by the State of North Carolina. Additional information on the Teaching Fellows Program can be found on pages 12, 32, 36 and 52.

#### — *Physician Assistant*

Meredith offers a physician assistant degree program in cooperation with Wake Forest University Bowman Gray School of Medicine. Details are available in the Department of Biology and Health Sciences and on pages 51 and 74-75.

#### — *Nursing Transfer Curriculum for RNs*

Meredith's Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs at other institutions. The curriculum is especially designed for women over the age of 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 51 and 59.

#### — *Dietetic Internship*

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills are further developed through graduate course work. This enables them to be leaders in their profession and assume responsibilities as employees and citizens.

#### — *Professional Communications*

The minor in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 102.

#### — *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 121-122.



# ADMISSION

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, or Bachelor of Science. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Admission decisions are made without regard to financial need factors. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 27-36.

## FRESHMAN ADMISSION

### — Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the \$35 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$35 processing fee is a severe financial hardship should

write to the Office of Admissions for information about obtaining an application fee waiver.

A first-year student who initially enrolls at Meredith as a non-degree student and who later wishes to seek admission to degree candidacy should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Undergraduate Degree Program for Women Age 23+ in the Office of Continuing Education.

### Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 14 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

English .....	4	
Foreign Language .....	1	(2 recommended)
Mathematics .....	3	(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)
Science .....	3	
History/Social Studies .....	3	
Electives .....	2	(preferably chosen from academic subjects listed above)



Careful attention is given to the applicant's grade average in the academic subjects. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

### **Scholastic Assessment Test**

When reviewed in relation to the high school record and other information, Scholastic Assessment Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 960 and 1130 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. *(Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.)*

For having official SAT-I or TOEFL scores requested, Meredith's code number is 5410; for ACT score requests, the code number is 3126.

### **Recommendations**

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

### **Health Record**

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that disability. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any disability in order that any special accommodations that might be necessary can be arranged by the College.

### **Interview**

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. *(See page 199.)*

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so



that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 30.)

### — *Early Admission*

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

### — *Credentials for 23+ Students*

A woman 23 years of age or older (*see page 20 for definition of 23*) who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admission requirements or by applying to the Undergraduate Degree Program for Women Age 23+ in the Office of Continuing Education. This office provides individual advising and enrollment assistance for the woman who may have been out of the academic environment for some time, and the program does not require the student to file scores on the Scholastic Assessment Test.

### — *Early Decision Plan*

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She must take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1, and notifies each candidate immediately of the decision. The candidate who applies for an

early decision on financial assistance by October 15 can expect notification by November 15. (*See page 28 for information about application procedures.*) Accepted students are required to make a \$100 advance deposit by December 1. This non-refundable payment applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT-I or ACT scores. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

### — *Rolling Admission Plan*

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning November 1, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

### — *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Further information about these opportunities may be obtained by writing the Office of Admissions.

### — *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

### — *Credentials for Home-Schooled Students*

Because the academic experiences of home-schooled students are so varied, the credentials used in the evaluation of an application are established on an individual basis. The student is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. She must submit an official transcript from each traditional high school attended (if any) and official copies of transcripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate will be required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student is required to submit

scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

## TRANSFER ADMISSION

EACH YEAR MEREDITH ADMITS A NUMBER OF QUALIFIED applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 19.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 58, *Residence Credit Requirements*.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. (See page 49 for information regarding credit requirements for a second degree program.)

A student who has attended another post-secondary institution who initially enrolls at Meredith as a non-degree student and subsequently wishes to seek admission to degree candidacy should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Undergraduate Degree Program for Women Age 23+ in the Office of Continuing Education.

### — *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall transfer grade average, Meredith's grading scale — which is based on a 4.0 quality point system (A=4.0, B=3.0, C=2.0, D=1.0) — will be used, with other units of credit being converted to semester hours. Applicants should also know that orientation, cultural activity, developmental, and physical education activity courses are not calculated into the grade average.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test or the American College Test. In some instances, a student having 30 or more semester hours of credit may be required to present evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement. This procedure applies to an applicant who would have fewer than 18 hours that would meet general education requirements at Meredith (*see pages 47-48*).

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (*Information about the health record is found on page 16.*)

### — *Credentials for Adult Students*

A woman 23 years of age or older (*see page 20 for definition of 23*), who wishes to enter a degree program or resume one begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a student. Whether applying for regular transfer admission or through the Undergraduate Degree Programs for Women Age 23+, students who have been out of the academic environment for some time are referred to The Office of Continuing Education, which provides appropriate advising and enrollment assistance.

### — *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable \$35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every col-

lege, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins as quickly as possible after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by early October if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

### — *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described below. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted at Meredith College. (*See page 59 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.*) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having fewer than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admis-

sions requirements or to present satisfactory scores on specified standardized tests of achievement.

### **— Evaluation of Credit**

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 57-59 for information about credit regulations. Special attention is called to the maximum credit accepted from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

## **INTERNATIONAL STUDENTS**

MEREDITH WELCOMES THE INTERNATIONAL STUDENT whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examination. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English as a Foreign Language (TOEFL), which is administered in her local country. It is preferred that the student include scores on the Test of Written English (TWE) that is offered at many TOEFL administrations and/or include a short essay on a topic of her choice. A student well-schooled in English should substitute the Scholastic Assessment Test. The tests (TOEFL and/or SAT-I) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for the TOEFL or SAT-I examination, the student should request that a score report be sent directly to Meredith College, Code Number 5410.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a completed health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. A foreign student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the U.S.A.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Information and application materials are available from the Office of Admissions.

## **UNDERGRADUATE DEGREE PROGRAM FOR WOMEN AGE 23+ ADMISSION**

A WOMAN WHO IS 23 YEARS OF AGE OR OLDER, IS A high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a degree candidate without fulfilling regular Meredith admission requirements. A student will be considered 23 years of age if she is 23 prior to enrolling in a course or if she becomes 23 prior to the last day of the examination period of the term in which she is enrolling.

A student files her application through the Office of Continuing Education and has all official transcripts, including high school and/or GED and all post-secondary education transcripts, sent to that office. Students must have an official transcript sent from each institution attended, including summer sessions.

An evaluation of all academic records is prepared, and the potential student meets with an adviser in the Undergraduate Degree Program for Women Age 23+. If the student evaluation requires it, a preliminary program of a maximum of 15 semester hours credit as a student is planned for her. A candidate who does not present an adequate background in mathematics will be required to take non-credit course(s) in high school Algebra through the Intermediate (Algebra II) level. Her performance on this preliminary program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.

To complete the admissions process, a student must attain at least a 2.0 average in the courses attempted at Meredith. When the preliminary program is satisfactorily completed, the student may complete the admissions process. Once the student is confirmed as a degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned in the preliminary program are applicable to the degree requirements.

## RE-ADMISSION OF FORMER STUDENTS

A STUDENT WHO WAS PREVIOUSLY ENROLLED AT Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. The exception to this policy is the student who was granted a leave of absence, who has complied with the terms of the leave and who re-enrolls within the allotted leave time.

A re-admission application, obtainable from the Office of Admissions, and a \$25 non-refundable fee are required when applying for re-admission. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. In some instances the admissions staff, as a means of better determining her readiness to resume studies or for advisory purposes, may request a conference with an applicant. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. (See page 61 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may apply for re-admission through the

Office of Continuing Education.

## PART-TIME STUDENTS

A PART-TIME STUDENT IS ONE QUALIFYING FOR A degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

## SPECIAL OPTIONS FOR NON-DEGREE STUDENTS

NON-DEGREE STUDENTS IN THE CATEGORIES LISTED below may register at Meredith in credit courses without conforming to the usual admissions process. In most instances, non-degree students are registered on a part-time basis.

### — *Visiting Students*

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

### — *International Visitors*

International students at foreign universities with which Meredith has exchange agreements may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such a student will file a special application and the required academic records and financial statement through the Office of Admissions. When cleared for exchange visitor status, the College will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students who are enrolling at the College.

### — *Teacher Licensure Renewal Students*

A certified public school teacher who enters for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

### — *Teacher Licensure Program Candidates*

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program. (See pages 88-102 for admission requirements and procedures and other program information.)

### — *Senior Scholars Program*

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

### — *Meredith Faculty, Staff, and Administration*

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

### — *Post-Baccalaureate Students*

A student who already has a baccalaureate degree and who is not interested in completing a second degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term. A student who wishes to complete a second baccalaureate degree should see page 49.

### — *Other Non-Degree Students*

A student who does not hold a baccalaureate degree

and who does not expect to complete a degree program at Meredith College may register for courses for credit as a non-degree student subject to the following conditions:

a. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

b. She may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been authorized by the Dean of Undergraduate Instruction.

Such a student registers in the Office of the Registrar on the opening day of the term.

Any non-degree student who thinks she may eventually wish to seek degree candidacy at Meredith should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Undergraduate Degree Programs for Women Age 23+ in the Office of Continuing Education.

## CONDITION OF ADMISSION

EVERY PERSON ADMITTED TO THE COLLEGE AS A student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

## ORIENTATION-REGISTRATION

AN ORIENTATION PROGRAM IS PROVIDED PRIOR TO the start of classes for students entering in August. (See page 39 for a description of the program and page 198 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in the summer to all new students by the Office of Dean of Students.

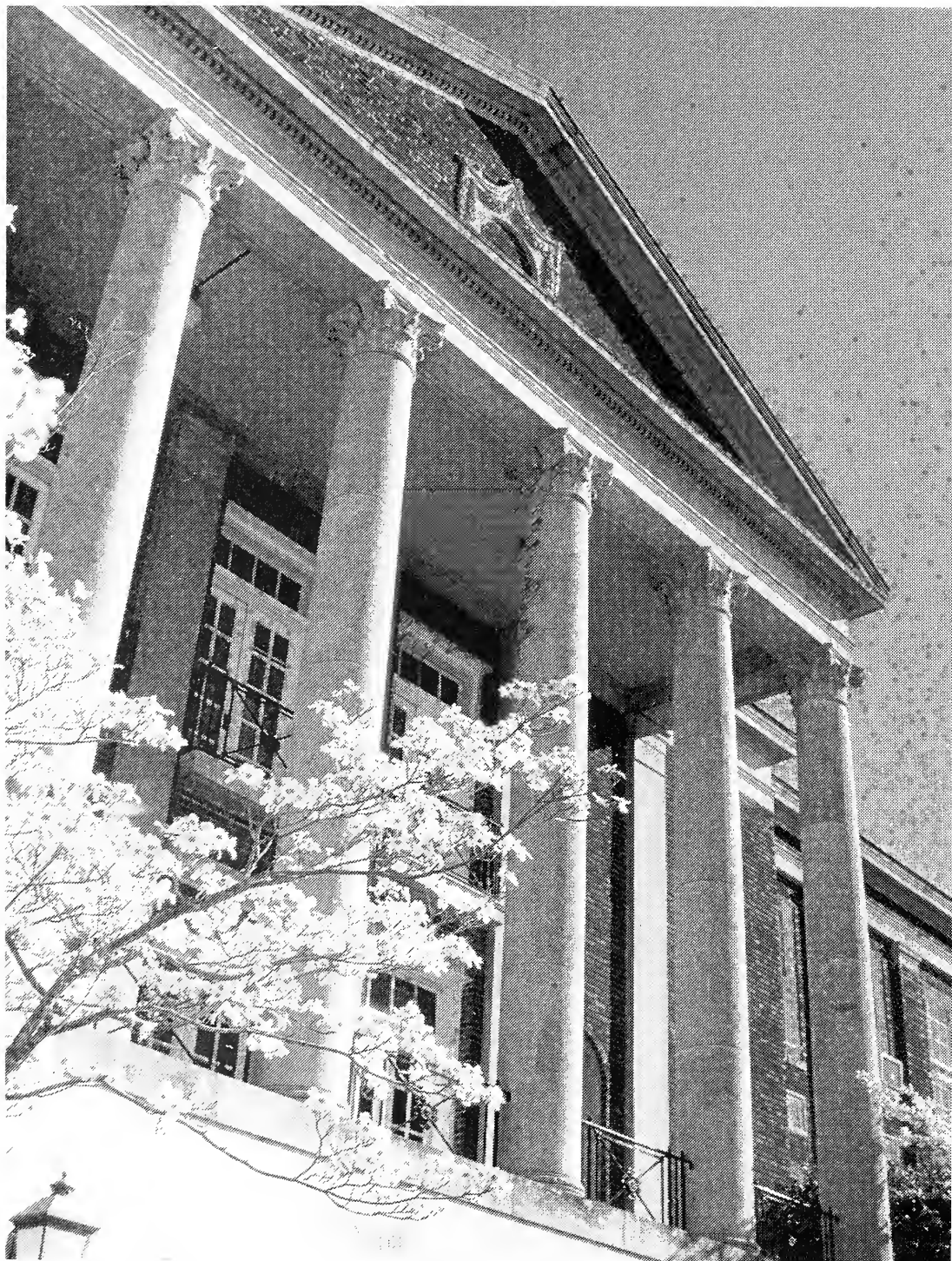
For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing education also sponsors a special orientation each semester for Undergraduate Degree Program for Women Age 23+ students.

## SUMMER SESSION

DURING THE SUMMER, THE COLLEGE OPERATES three three-week terms. (See page 198 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome. Courses during the summer session are open to any woman who has earned a high school diploma or GED certificate at least one year prior to registering at Meredith College. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.





# FINANCES

**M**eredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

Each residence hall room is also wired for access to e-mail, the Internet and Meredith's Intranet via the College's campus-wide network.

## TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

### —Full-Time Students (12-18 credit hours and all resident students)

	<i>Semester</i>	<i>Year</i>
Resident students tuition .....	\$4,420	\$8,840
Room, board, infirmary.....	\$1,950	\$3,900
TOTAL .....	\$6,370	\$12,740

	<i>Semester</i>	<i>Year</i>
Commuting students tuition.....	\$4,420	\$8,840

### —Part-Time Students (1-11 credit hours)

Tuition (for credit or audit).....	\$260 per credit hour
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### —Additional Course Fees

Credit in excess of 18 hours.....	\$260 per credit hour
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## Applied Music - Per semester

### Full-time students

1 half-hour lesson weekly .....	\$115
2 half-hour lessons weekly.....	\$230
Class lessons in piano, voice, or guitar.....	\$100
Recital fee .....	\$115
Accompanist fee.....	\$225-\$300

### Part-time students (for credit)

#### Tuition of \$260 per credit hour plus the following fees:

1 half-hour lesson weekly .....	\$115
2 half-hour lessons weekly.....	\$230
Class lessons in piano, voice, or guitar.....	\$100
Recital fee .....	\$115
Accompanist fee.....	\$225-\$300

## Art

Studio fees vary up to \$225 per course to cover expendable materials.

## Education

EDU 439 , Student Teaching .....	\$300
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## Health and Physical Education

Equitation, golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.

## Social Work

SWK 402-A , Field Experience .....	\$100
SWK 402-B , Field Experience .....	\$270

## Auditing Courses

Full-time students.....	no charge
Part-time students.....	\$260 per credit hour

*Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.*

*Books, gym clothes, and other instructional expenses are not included in the above charges.*

### —Special Fees

Application fee for new students .....	\$35
Application fee for students seeking re-admission.....	\$25
Record evaluation .....	\$ 5
Graduation fee.....	\$50
Transcripts (each) .....	\$ 2

*Breakage fee* — Students will be billed for unjustifiable damage to college property.

*Health services* — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for \$85.00 per semester.

## TERMS OF PAYMENT

### —Payment Schedule

Advance payment for all entering students .....\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$35 fee which must accompany the application of each new student.

*New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.*

Advance payment for returning resident students....\$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes.

Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

### —Deferred Payment Plans

Meredith offers two alternate payment plans:

**OPTION 1:** A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a \$25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

**OPTION 2:** A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a \$50 annual fee for this service which is administered by Academic Management Services, P.O. Box 100, Swansea, Massachusetts 02777 (1-800-635-0120).

### —North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1997-98 was \$1,450.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

### —*Withdrawals/Leaves of Absence*

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester.....	0%
6th through 10th day of the semester .....	20%
11th through 20th day of the semester .....	40%
After 20th day of the semester .....	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

See page 62 for how to effect an official withdrawal. If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

### —*Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

## FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. A foreign applicant should consult page 20 for assistance available to students from other countries.

### —*Principles and Procedures*

#### The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file Meredith's "Application for Financial Assistance" and a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1998-99 is \$14,990. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$5,250 for food and

miscellaneous personal expenses including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1998-99 is \$14,090. The average expenditure for books is calculated at approximately \$600 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance.

### Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

1. Return the College's "Application for Financial Assistance" to the Office of Financial Assistance. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Financial Assistance.
2. Complete and mail the Free Application for Federal Student Aid (FAFSA) - an envelope is provided for you in the FAFSA booklet. Indicate Meredith College as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from any high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will need to file a Meredith College "Application for Financial Assistance" and CSS PROFILE form, both of which may be obtained from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by *February 15*.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have

to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

The College's "Application for Financial Assistance" and the FAFSA must be filed each year the student wishes to receive financial assistance; the forms should be completed and mailed between January 1 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

### The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of *tentative* assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

### Payment of Award

*Scholarships and grants* administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a *Federal Stafford Loan*, and/or a parent chooses to apply for a *Federal PLUS Loan*, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any aid received which exceeds the amount due to Meredith for the semester will be given to

the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a *Federal Work Study* job on campus are paid on the 10th of each month for work performed during the preceding month.

### **Renewal of Assistance**

Once committed to a student in a program of financial assistance, Meredith continues its support if (1) a need persists, (2) the FAFSA and the Meredith "Application for Financial Assistance" are completed and mailed by the stated deadline, and (3) the student maintains satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

### **Students' Rights and Responsibilities**

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial aid award letter. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges

attended is necessary before the financial assistance process can be completed.

### **—Types of Assistance**

#### **Competitive Scholarships**

Recipients of the following competitive scholarships, Honors Program participants and Teaching Fellows are invited to take part in *Focus on Excellence*. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

#### ***Meredith College Academic Scholarships***

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement, and promise. Outstanding freshman candidates are selected to receive the awards, which are valued at \$3,000 per year. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time program of study at Meredith College. At least six scholarship awards are available each year for entering freshmen having superior credentials. These awards are made possible through the following endowment funds:

*Craig-Davis Honors Scholarship*  
*Hesta Kitchin Crawford Honors Scholarship*  
*Jessie Ball Dupont Scholarship*  
*Durham Corporation Education Endowment Fund*  
*General Hugh B. Hester Honors Scholarship*  
*Paula Green Hester Honors Scholarship*  
*Cleo and Elwood Perry Honors Scholarship*  
*Vida Thompson Williams Scholarship*

#### ***Julia Hamlet Harris Scholarships***

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$1,500 to \$2,000 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of

Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

Finalists in this competition may be required to interview with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

### ***Art Scholarships***

*Eleanor Layfield Davis Scholarship*

*Ruby C. and Ernest P. McSwain Scholarship*

*Lois Griswold Outland Scholarship*

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from \$500 to \$1,500 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to participate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

### ***Music Scholarships***

*A.J. Fletcher Scholarship*

*Robert H. Lewis Scholarship*

*Music Talent Scholarships*

*Mary Perry Beddingfield Scholarship*

Each year one A.J. Fletcher Scholarship, one Robert H. Lewis Scholarship, three Music Talent Scholarships,

and one Mary Perry Beddingfield Scholarship are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarship is for \$7,500 per year. The Robert H. Lewis Scholarship is for \$2,500 per year. A Music Talent Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need. The Mary Perry Beddingfield Scholarship is for \$400 per year.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Speech, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

### ***Sandra Graham Shelton Scholarship in Interior Design***

Meredith College awards each year to an entering freshman one Sandra Graham Shelton Scholarship in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is \$1,275 per year. It is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate

Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

### ***Thomas Meredith Baptist Heritage Scholarships***

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of *The Biblical Recorder*, who chaired the committee that recommended to North Carolina Baptists in 1838 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at \$1,000 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

### ***Meredith College Scholarship for Achievement in Writing***

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work

attempted in a full-time program of study.

### ***Meredith College Scholarship for Achievement in Mathematics***

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted at Meredith in a full-time program of study.

### ***Meredith College Outstanding Scholar Awards***

In recognition of superior academic abilities and intellectual promise, Meredith College has established the Outstanding Scholar Awards. The scholarship is valued at \$1,000 per year without regard to financial need. It is renewable provided the recipient remains in good standing, is a full-time student, and maintains a 3.0 quality point ratio (B average) on all courses taken at Meredith.

Outstanding Scholar Awards are for freshmen and first-year transfer candidates whose academic credentials merit an invitation into the Honors Program of the College. A two-year college graduate with a superior record of ability and achievement may also be selected for the award. For a freshman recipient, the award is renewable for a total of four years. For a transfer student, the renewability will be for a total of two or three years, depending upon the student's classification at the time of entry.

Recipients of an Outstanding Scholar Award who have been invited into the Honors Program are strongly encouraged to participate in this stimulating academic opportunity.

### ***Meredith College Transfer Honor Scholarships***

Each year two Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is \$1,500 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

### ***Acteen Studiact Scholarships***

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$450 per year, depending upon the Acteens achievement level the student has obtained.

<i>Studiact Level of Achievement</i>	<i>Per Year Value</i>	<i>Four-Year Total Value</i>
Queen or Service Aide .....	\$200	\$800
Queen with a Scepter .....	\$250	\$1,000
Queen Regent .....	\$300	\$1,200
Queen Regent in Service .....	\$350	\$1,400
Service Aide .....	\$400	\$1,600
State Acteen Citation .....	\$450	\$1,800

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 26508, Raleigh, NC 27611-1107.

### ***North Carolina Teaching Fellows Awards***

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG, to match the stipend received from the State Teaching Fellows award, up to the total cost of education. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

- 1: By the stated deadline for the program, file the

special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. File a Meredith College "Application for Financial Assistance" and the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

### ***General Scholarships***

#### ***Meredith College Scholarships***

Meredith provides scholarships for entering and continuing students based on financial need. Applicants must complete the Meredith College application for financial assistance and the FAFSA to be considered. The amount of the scholarship is determined by the level of financial need.

#### ***North Carolina Contractual Scholarships***

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

### ***Endowed Scholarships***

Friends of Meredith have provided funds to establish a number of endowed scholarships. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. Scholarships are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship.



*The Elizabeth Avery Colton Loan Fund*  
*The Louis M. Curtis Loan Fund*  
*The Dr. and Mrs. O.S. Goodwin Loan Fund*  
*The Mabel L. Haynes Loan Fund*  
*The Betty Hewlett Hurst Loan Fund*  
*The John W.M. Hicks Loan Fund*  
*The Mr. and Mrs. John Billingsley Ingram Loan Fund*  
*The Henrietta S. Jarman Loan Fund*  
*The Edna Tyner Langston Loan Fund*  
*The Masonic Loan Fund*  
*The Helen Josephine Neal Loan Fund*  
*The Old Student Loan Funds*  
*The Olive Chapel Loan Fund*  
*The William H. Reddish Loan Fund*  
*The Ada Middleton Stanback Loan Fund*  
*The W.A. Thomas Student Loan*

*The following scholarships are also available:*

*George L. Alden Trust Teaching Scholarship*  
*James Larkin and Iona Mae Ballou Trust*  
*Baptist Women Scholarship*  
*Dr. J.T.J. Battle Scholarship*  
*Mary Perry Beddingfield Music Scholarship*  
*Louise McComb Bennett Scholarship*  
*Amorette Bryant Bolton Scholarship*  
*Fred C. and Irene Bonhardt Scholarship*  
*Annie and John Bostic Scholarship*  
*Branch Banking & Trust Scholarship*  
*Dorothy Ray Branham Scholarship*  
*Charles Brewer Scholarship*  
*Love Bell Brewer Scholarship*  
*Margaret Highsmith Brown Music Scholarship*  
*James E. and Mary Z. Bryan Scholarship*  
*Bryan Foundation Teaching Fellow Scholarship*  
*Maude Bunn Scholarship*  
*Ruth Deaton Burnett Scholarship*  
*Craven Allen and Jane Russell Burris Scholarship*  
*Ernest F. Canaday Mathematics Scholarship*  
*Carolina Power and Light Company Scholarship*  
*Mrs. Earl N. Carr Scholarship*  
*Charlotte Wester Cate Scholarship*  
*Z.M. Caveness Scholarship*  
*Centura Bank Scholarship*  
*Jackie R. Chamblee International Student Scholarship*  
*Helen J. Clancy Memorial Scholarship*  
*Class of 1910 Scholarship*  
*Class of 1932 Scholarship*

*Class of 1934 Scholarship*  
*Class of 1936 Scholarship*  
*Class of 1938 Scholarship*  
*Class of 1939 Scholarship*  
*Class of 1944 Scholarship*  
*Class of 1945 Scholarship*  
*Class of 1951 Scholarship*  
*Class of 1952 Scholarship*  
*Class of 1957 Scholarship*  
*Class of 1964 Scholarship*  
*Class of 1967 Scholarship for International Studies*  
*Class of 1972 Scholarship*  
*Class of 1990 Scholarship*  
*Edwin S. and Goldie Coates Scholarship*  
*Isabelle Coleman Scholarship*  
*James L. "Hap" Collier Scholarship*  
*Anne Reece Collins Scholarship*  
*Norma Baker Cook Art Scholarship*  
*Mary Reid Bryan Cone Scholarship*  
*Beulah Rimmer Craig Scholarship*  
*Hesta Kitchen Crawford Honors Scholarship*  
*Barham and Bertha Langdon Creech Scholarship*  
*Iris Culler Creech Scholarship*  
*Nell Baker Creech & Hallie W. Baker Scholarship*  
*Roger H. Crook Scholarship*  
*Anne C. Dahle Scholarship*  
*Katherine Gene Davenport Dapore Scholarship*  
*Essie Dale Hunter Dickson Scholarship*  
*Beatrice E. Donley Scholarship*  
*Elizabeth James Dotterer First Family Scholarship*  
*Durham Corporation Education Endowment Fund*  
*Phyllis Edwards Scholarship*  
*Lucille Lawrence Ellis Scholarship*  
*Myrtle Hart Farmer Scholarship*  
*Farrior Sisters Scholarship*  
*Lucy Teague Fassett Scholarship*  
*Dr. James Grady Faulk First Family Scholarship*  
*First Baptist Church Scholarship*  
*First Citizens Scholarships*  
*First Title Insurance Company Scholarship*  
*First Union Scholarship*  
*Fisk-Rose Scholarship*  
*A.J. Fletcher Music Scholarships*  
*Nancy C. Forbes Scholarship*  
*Foreign Language Scholarship*  
*Forsyth County Scholarship*  
*Jane Renn Frazier Scholarship*

*Claude Gaddy Scholarship*  
*Nannie S. Gaddy Scholarship*  
*Katherine Papadakis Georgallis Scholarship*  
*Glaxo Wellcome Women in Science Scholarship*  
*Barbara Lyons Goodmon Scholarship*  
*Goodwin Girls First Family Scholarship*  
*Wense & Marion Grabarek Scholarship*  
*Lillie Grandy Scholarship*  
*Mae Grimmer Scholarship*  
*Carolyn and Frank Grubbs Scholarship*  
*Addie Jones Hall Scholarship*  
*The Reverend Romulus F. and Bessie S. Hall Memorial Fund*  
*Fuller B. Hamrick Scholarship*  
*Pauline Olive Hamrick Scholarship*  
*Laura Weatherspoon Harrill Scholarship*  
*Ella Perry Harris Scholarship*  
*M. Elizabeth Harris Scholarship*  
*Shearon Harris Scholarship*  
*Helen Oldham Hayes Scholarship*  
*E. Bruce Heilman Scholarship Fund*  
*Mattie Jenkins Henderson Scholarship*  
*Ruth Hilliard Hensley Music Scholarship*  
*General Hugh B. Hester Honors Scholarship*  
*Paula Green Hester Scholarship*  
*History and Politics Scholarship*  
*Ella Greenwood Holcomb Scholarship*  
*Ruth Tucker Holleman Scholarship*  
*M.A. Horner Scholarship*  
*Mabel Andrews House Scholarship*  
*Nannie Willis Hunter Scholarship*  
*Catharine Watkins Isaacs Memorial Scholarship*  
*Catharine Margaret Inez Watkins Isaacs First Family Scholarship*  
*Hattie McCauley and Arthur James Scholarship*  
*Frances P. Jennings Scholarship*  
*Guion Johnson Scholarship*  
*Mary Lynch Johnson Scholarship*  
*Moses S. Jones Scholarship*  
*Ione K. and Thomas B. Knight First Family Scholarship*  
*William W. Lawrence Scholarship*  
*Ida Belle Ledbetter Scholarship*  
*Carolyn Sperry Leith Scholarship*  
*Rebecca Jean Morris Lewis Scholarship*  
*Robert H. Lewis Scholarship*  
*Margaret Hine Linville Scholarship*  
*Mabel Clair Hoggard Maddrey Scholarship*  
*Mangum Scholarship*  
*Gail Newton Martin Scholarship*  
*Marie M. Mason Scholarship Fund*  
*Mr. and Mrs. W.H. Matthews Scholarship*  
*Anna Elizabeth Liles Maynard Scholarship*  
*Mona Blevins McGilvray Scholarship*  
*Gwen and George McCotter First Family Scholarship*  
*Wilma L. McCurdy Scholarship*  
*Mary Mac Stroud McLean Scholarship*  
*Deborah S. McNeill Scholarship*  
*Margaret Mason McManus Scholarship*  
*Ruby C. & Ernest P. McSwain Scholarship*  
*Charles E. Merrill Scholarship*  
*Emma Bronson Miller Scholarship*  
*Everett Miller Teaching Scholarship*  
*Charles S. Mitchell Scholarship*  
*Mull-Jackson-Mellette First Family Scholarship*  
*Rebecca J. Murray Teaching Scholarship*  
*Nations Bank Scholarship*  
*Nationwide Insurance Foundation Scholarship*  
*The Neese Family Scholarship*  
*Margaret Grayson Nelson Scholarship*  
*First Baptist Church New Bern Scholarship*  
*Jennie Reid Newby First Family Scholarship*  
*Nancy Newlin Memorial Scholarship*  
*Mary Crauford Norwood Scholarship*  
*Marguerite Warren Noel First Family Scholarship*  
*Edla A. Ogburn Scholarship*  
*Lois Griswold Outland Scholarship*  
*Gladys Blaylock Page First Family Scholarship*  
*Margaret Faucette Parker Music Scholarship*  
*Margaret Weatherspoon Parker Scholarship*  
*Elizabeth Fleischman Patrick Scholarship*  
*Cleo & Elwood Perry Honors Scholarship*  
*Perry-Harris English Scholarship*  
*Larnette Phifer Scholarship*  
*Carolyn Peacock Poole Scholarship*  
*Virginia Branch Pope Scholarship*  
*Ida Poteat Scholarship*  
*Theodore Presser Scholarship*  
*Helen Price/Kappa Nu Sigma Scholarship*  
*Thomas B. Pruitt Scholarship*  
*Carlton Sylvester Prickett Scholarship*  
*Public Service Company of North Carolina Scholarship*  
*Evelyn Hampton Rappaport Scholarship*  
*Oliver Davis Revell Scholarship*

*Z. Smith Reynolds Scholarship*  
*Virginia Lancaster Robertson Scholarship*  
*Virginia Lancaster Robertson First Family Scholarship*  
*Norma V. Rose Scholarship*  
*Royster-Parker Scholarship*  
*Ellen Amanda Rumley Memorial Scholarship*  
*Alice Goodman and Daniel Satsky Scholarship*  
*Janie Green Shearin First Family Scholarship*  
*Sandra Graham Shelton Scholarship*  
*Shelton Supplementary Scholarship*  
*Ruth F. Singleton Scholarship*  
*Louise Shingleton Shivers Scholarship for Creative Writing*  
*Dorothy Hunt Sides Scholarship*  
*Spelman-Crawford Music Scholarship*  
*The Stell Sisters Scholarship*  
*Theola R. Stewart First Family Scholarship*  
*Viola Jones Strickland Scholarship*  
*Oliver Larkin Stringfield Scholastic Fund*  
*Jane Watkins Sullivan Scholarship*  
*Emma Barber Towler Memorial Scholarship*  
*Martha Nell Tucker Science Scholarship*  
*Myrtle King Turner Scholarship*  
*Lucretia Dean Vick Travel Award*  
*Elizabeth Tucker Wagoner Scholarship*  
*Irving H. Wainwright First Family Scholarship*  
*Irving H. Wainwright Scholarship*  
*Robbie Hedrick Walker First Family Scholarship*  
*Martha Medlin Wardlaw Scholarship*  
*Marion Fiske Welch Scholarship*  
*Wescott-Daniels Memorial Scholarship*  
*Suzanne Ripley Weston Scholarship*  
*Cecile Ward White Scholarship*  
*Lettie Pate Whitehead Scholarships*  
*Martha McKeel Whitehurst Scholarship*  
*Duwall Williams Scholarship*  
*Lena Mae Williams and Lena Stone Williams Music Scholarship*  
*Vida Thompson Williams Scholarship*  
*Ruth C. Wilson Scholarship*  
*Annie C. Womble Scholarship*  
*Clara Young Woodall Scholarship*  
*Erika S. Woodlief Scholarship*  
*Mollie B. Wyatt Scholarship*  
*Wyford Scholarship*  
*Lucile Ward Yarbrough Memorial Scholarship*

## **Meredith Student Employment**

A limited number of on-campus jobs are available as a financial assistance resource for students not receiving financial assistance. Students would need to see the Work-Study Coordinator for information at the beginning of each semester. Students are paid directly on the 10th of each month for work performed during the preceding month.

## **Federal Assistance Programs**

In addition to its own programs of financial assistance, Meredith offers assistance through federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as degree-seeking students and must be making satisfactory academic progress toward graduation. Application for federal programs can be made by filing the Free Application for Federal Student Aid (FAFSA). FAFSAs are available through high school guidance counselors or the Office of Financial Assistance at Meredith. Annual application is required.

### ***Federal Pell Grant***

These federally sponsored entitlement grants are available to eligible students working towards a *first* baccalaureate degree at an approved postsecondary institution. Grant amounts are determined by using a federally approved formula. They vary and are awarded on the basis of need, enrollment status, length of enrollment, and cost of education.

### ***Federal Supplemental Educational Opportunity Grants***

These grants have been established by the federal government to assist undergraduate students with analyzed financial need. Priority must be given to students receiving Pell Grants.

### ***Federal Perkins Loan***

This low interest (5%) loan program, funded by the federal government and administered by Meredith, is available to both undergraduate and graduate students with financial need. Repayment begins nine months after graduation, leaving school, or dropping below half-time study. A student has ten years to repay the principal and interest.

### ***Federal Work-Study Program***

This program provides on-campus jobs to full-time or part-time, undergraduate and graduate students. Award amounts vary and are awarded solely on the basis of need. Eligible students usually work up to 12 hours per week and are paid minimum wage.

### ***Federal Subsidized Stafford Loan Program***

This loan is available to undergraduates, graduate and professional students with proven financial need, who are enrolled at least half time. The annual limit for freshmen is \$2,625, for sophomores it is \$3,500 and for juniors and seniors it is \$5,500. The variable interest rate is capped at 8.25%, adjusted each July 1. During in-school, grace and deferment periods, the government pays interest. The ten year repayment begins six months after the student leaves school or drops below half time.

### ***Unsubsidized Federal Stafford Loan***

This loan is available to dependent undergraduate students enrolled at least half time who do not qualify for maximum subsidized Stafford loan awards, and to independent/graduate students eligible for additional funds. The annual loan limits for *dependent students* are the same as subsidized Stafford loan limits minus any amount received under that program. The annual loan limits for *all other students* are the same as subsidized Stafford loan limits minus any amount received under that program, plus freshmen and sophomores can receive an *additional* \$4,000; juniors and seniors can receive an *additional* \$5,000; graduate/professional students can receive an additional \$10,000. The interest rate is variable with an 8.25% cap, adjusted each July 1. **The borrower is responsible for interest from the date of disbursement.**

### ***Federal PLUS Loans***

These are loans available to parents of dependent students enrolled at least half time in a degree program. To be eligible for a PLUS loan, a FAFSA does not have to be completed; however, parent borrowers must be credit worthy and must show the ability to meet the monthly payments. A parent may borrow up to the difference in the estimated cost of attendance and other student financial assistance. The variable interest rate is currently capped at 9%. The repayment period begins when the loan is fully disbursed. Contact the Office of Financial Assistance for further information.

### ***North Carolina Legislative Tuition Grants***

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1997-98 was \$1,450. A student must complete an annual application in the Office of the Registrar in order to receive this grant. (See page 26.)

### ***North Carolina Student Incentive Grants***

This program is offered by the N.C. State Education Assistance Authority through College Foundation, Inc. Awards are available to undergraduates who demonstrate substantial financial need which is determined by the FAFSA, and are full-time, degree-seeking, North Carolinians. Students must also be making satisfactory academic progress. The deadline for filing is March 15 each year.

### ***Vocational Rehabilitation***

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

### ***Veteran Benefits***

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

### ***Prospective Teachers***

*N.C. Teaching Fellows* applications are available only through high school counselors. The *N.C. Prospective Teacher Scholarship* application is available through high school counselors, financial aid offices and schools of education.

### ***Out-of-State Programs***

Non-North Carolina residents should contact their State Education Assistance Authority for information regarding grants and other assistance for which they may be eligible.

## FREQUENTLY ASKED QUESTIONS ABOUT FINANCIAL ASSISTANCE

### How can Meredith help me?

#### — *We can offer many solutions*

If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time.

#### — *How much should I budget?*

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 1998-99 budgets used in determining need for on-campus residents and for commuting students living with family are:

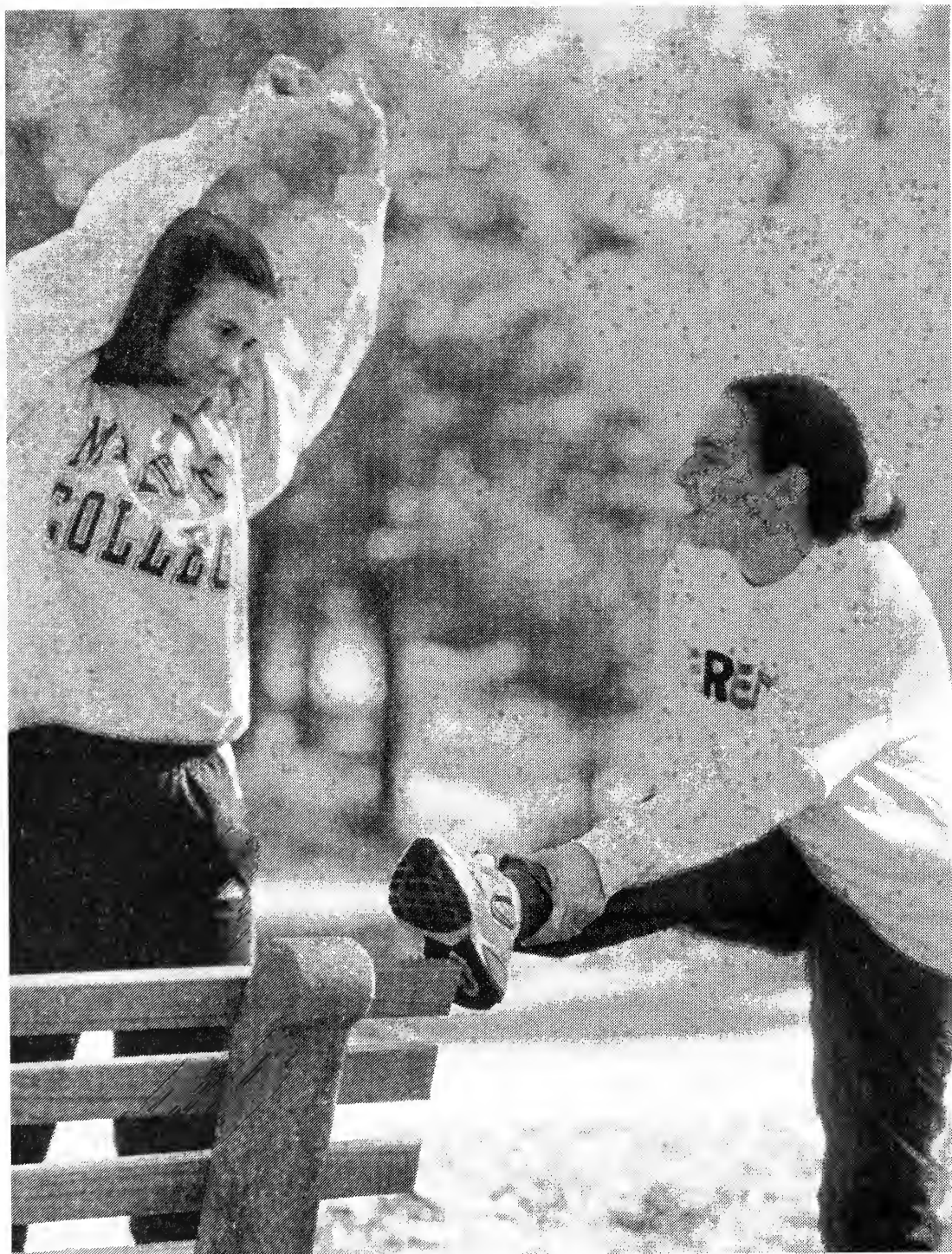
<b>Direct Costs</b>	<i>On-Campus</i>	<i>Commuting</i>
Tuition	\$8,840	\$8,840
Room and Board	\$3,900	---
<b>Total</b>	<b>\$12,740</b>	<b>\$8,840</b>

<b>Estimated Expenses</b>	<i>On-Campus</i>	<i>Commuting</i>
Room and Board	---	\$3,000
Books and Supplies	\$600	\$600
Transportation	\$400	\$400
Personal Expenses	\$1,250	\$1,250
<b>Estimated Total</b>	<b>\$14,990</b>	<b>\$14,090</b>

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

Foreign students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is \$1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.



# STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to the Meredith community. The College has a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence-life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including: academic advising; dean of students; residence directors; commuter life and special services; campus ministry; counseling; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

## STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August, and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, computer orientation, tours of the library, fitness center orientation, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college offi-

cials and their roles and to learn about student services and resources.

The *Student Handbook* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

## CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL LIFE OF THE campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; and former United States Congresswoman Patricia Schroeder (D-Colorado).

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore, appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *The Mischief Makers*, *Irene*, *A Piece of My Heart*, *Dance Works*, and *Women in Power*.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

The Meredith Entertainment Association brings a variety of bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem, offers availability to a host of cultural and social activities.

## STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 61.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Nu for human environmental sciences, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and

clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day, also held annually in the spring.

## STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUDENTS as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

### — *Honor System*

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

## STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-GOVERNING operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters,



Residence Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

### — *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, sent to all entering students in the summer prior to matriculation in August.

### — *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review all student regulations.

## STUDENT ORGANIZATIONS

STUDENT-DIRECTED ORGANIZATIONS ARE another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests and abilities. Meredith students can choose from over 82 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effec-

tiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development.

### — *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although originated as literary societies, the Astrotekton and Philaretian societies now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

## RELIGIOUS LIFE

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERITAGE, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

## RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

## INTERCOLLEGIATE ATHLETICS

MEREDITH SPONSORS FIVE INTERCOLLEGIATE sports including basketball, soccer, fast-pitch softball, tennis, and volleyball. Students may participate on one or more athletic teams.

The organization and activities of the intercollegiate athletic program are administered by the Department of Health, Physical Education, and Dance. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

## RESIDENCE

EIGHT RESIDENCE HALLS ARE AVAILABLE FOR ON-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted. Each room is equipped with internet and e-mail access, cable television, and a telephone jack.

Freshmen are usually assigned to Brewer, Carroll, Noel House, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their halls. Upperclass students also serve as resident assistants in the other residence halls. Two residence directors live in the freshman residence halls, and four other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-age students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline in February. Late applications are not accepted. Students must have at least 60 hours or have resided four semesters in the residence halls. Off-campus approvals are determined before students pay the on-campus housing deposit and make room selections for the next year. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).

- Campus housing is available to undergraduate degree-seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

### — *Commuter Student Life*

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication since there are mail pockets, telephones, computers with e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

## COMPUTER SERVICES

A CAMPUS-WIDE NETWORK PROVIDES E-MAIL, Internet access, and ALIS (Library Computer System) access. All academic buildings, all residence halls, and most other campus buildings are part of the campus network.

There are three computer laboratories located in Harris, Joyner, and Ledford buildings. Each lab houses twenty computers and printers. All lab computers are part of the campus network. Word-processing, spreadsheet and presentation graphics software is available in every lab. Each lab contains a variety of other software packages. Other smaller computer labs are located in several of the

classroom buildings.

Each residence hall and the study area in Cate Center has a group of computers connected to the campus network. All residence hall rooms are wired for access to the campus network.

The Meredith home page is located at [www.meredith.edu/meredith/](http://www.meredith.edu/meredith/) and a campus intranet is available. For policy and procedures concerning computer services, contact Technology Services, 3rd floor Johnson Hall.

## HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty from 7:00 a.m. to 7:00 p.m. Monday through Friday. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physicians and nurses seek to prevent illness by informing students about good health practices.

## COUNSELING

### — *Career Planning*

The Meredith Career Center, located in the Park Center, offers vocational counseling, workshops, and computerized and printed resources to students who are undecided about their courses of study or career plans and to those preparing for a specific career field. Information is available on employment, cooperative education experiences, interviewing, preparation of resumes, occupational outlook, salaries, and related concerns. Students may also take vocational interest tests and a for-credit career planning seminar. Campus recruiting, a computerized resume referral database, graduate school guidance, and career fairs help seniors as they begin to implement their plans for graduate study or careers.

### — *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Director of Academic Advising whose office is located in The Park Center. See pages 56-57 for further details.

### — *Counseling Center*

The Counseling Center offers individual and group counseling to students with concerns of any kind — social, emotional, or academic — with counselors who are degreed and licensed. All counseling services are free and confidential. In addition to counseling services, the Counseling Center offers Learning Disability and A.D.D. consultation, psychological consultation, and general referral services. The staff also coordinates an outreach program, often with Peer Educators as facilitators. The center also houses a small resource library for students and staff. Students are encouraged to call the counseling office at 760-8427 any time or stop by between 8:00 a.m. and 5:00p.m. to make an appointment. The Counseling Center is located on the first floor of Carroll Health Center.

### — *Freshman Discovery Series and First-Year Experience Class*

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class (IDS 942), intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

## STUDENT ORGANIZATIONS: OPPORTUNITIES FOR INVOLVEMENT

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

### *Student Government Association*

Executive Committee  
Association of Meredith Commuters  
Elections Board  
Honor Council  
Residence Hall Board  
Senate  
Student Life Committee  
WINGS (Women in New Goal Settings)

### *Publications*

Publications Board  
*Acorn* (literary magazine)  
*Meredith Herald* (newspaper)  
*Oak Leaves* (yearbook)

### *Programming Associations*

Campus Activities Board  
Association for Cultural Awareness  
Meredith Entertainment Association  
Meredith International Association  
Meredith Recreation Association

### *Religious Associations*

Interfaith Council  
Latter-Day Saints Student Association  
Meredith Christian Association

### *Service Organizations*

Service Council  
Astrrotekton Society  
Circle K  
Junior Woman's Club  
Philaretian Society

### *Class Council*

Freshman Class  
Sophomore Class  
Junior Class  
Senior Class

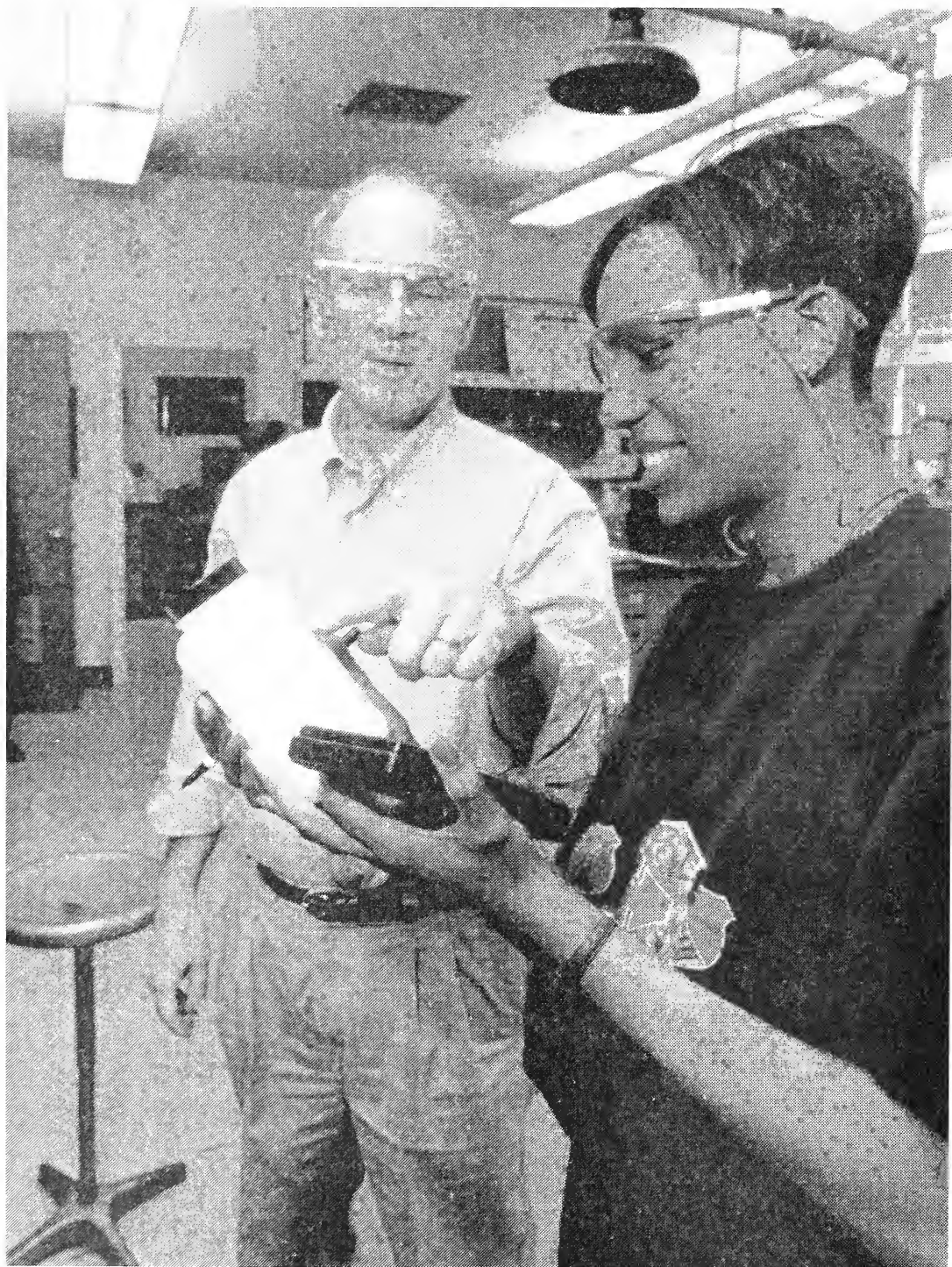
### *Clubs*

American Society of Interior Design  
Angels for the Environment  
Barber Science Club  
Canaday Math and Computer Science Club  
College Democrats  
College Republicans  
Collegiate Music Educators National Conference  
Colton English Club  
*Die Reblaus* German Club  
Extra Theatre Company  
History and Politics Club  
*La Sorellanza Italiana* Italian Club  
*La Tertulia* Spanish Club  
*Le Cercle Francais* French Club  
Mae Grimmer Granddaughters' Club  
Meredith Accounting Association

Meredith Association for the Education  
 of Young Children  
 Meredith College Association of Family  
 and Consumer Sciences  
 Meredith College Student Dietetic Association  
 Meredith Disabilities Organization  
 Meredith Fashion Association  
 Meredith Video Club  
 Pi Sigma Epsilon  
 Psychology Club  
 Social Work Club  
 Society for Human Resource Management  
 Sociology Club  
 Student Business Advisory Board  
 Student Foundation  
 Student NC Association of Educators  
 Tomorrow's Business Women  
 Watkins Communications Club

### ***Honor Societies***

*Alpha Delta Mu, Alpha Lambda Delta, Alpha Mu Gamma,  
 Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Delta  
 Upsilon Upsilon, Kappa Nu Sigma, Kappa Omicron Nu,  
 Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi  
 Kappa Lambda, Pi Mu Epsilon, Psi Chi, Sigma Alpha Iota,  
 Sigma Delta Pi, Silver Shield*



# ACADEMICS:

## PROGRAMS AND REGULATIONS

**M**EREDITH OFFERS THREE UNDERGRADUATE degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A licensure program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, education, and music: the Master of Business Administration, the Master of Education, the Master of Music, and the Master of Health Administration degree. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and a Graduate Nutrition Certificate.

### CHOICE OF CATALOGUE

THE CATALOGUE FOR THE YEAR IN WHICH A STUDENT enters Meredith is the catalogue which governs the degree requirements during her period of residency. She may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue.

Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

### DEGREE PROGRAMS

#### — *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted, (2) all courses attempted at Meredith, and (3) all courses attempted at Meredith in her major subject(s).

#### — *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on pages 48-49.

#### General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of humankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community,

both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health, physical education, and dance.

I. Humanities and fine arts.....27-30 credit hours

A. English composition .....3-6 credit hours

Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).

B. Foreign language .....6 credit hours  
(Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)

C. Literature .....6 credit hours

1. A 3-hour course in major British authors
2. A 3-hour course in *English, American, or world literature, or any literature course in a foreign language*

D. Religion .....6 credit hours

1. Religion 100
2. *Any advanced 3-hour course in religion*

E. *Elective* .....6 credit hours

Must include at least two of the following categories: art; dance (theory or history); music; philosophy; speech; theatre.

II. Social and behavioral sciences .....12 credit hours

A. History of Western Civilization.....3 credit hours

B. *Electives* .....9 credit hours

To be taken from the following categories: economics; cultural geography; history; sociology and anthropology; politics; psychology. Must include two areas other than history.

III. Mathematics and natural sciences

minimum of .....13 credit hours

A. One laboratory course chosen from

biology, chemistry, or physics .....4 credit hours

B. One course in mathematics .....3 credit hours

C. *Electives* .....6 credit hours

To be taken from two of the following: biology; chemistry; physical geography; physics; or mathematics.

IV. Health, physical education,

and dance .....4-6 credit hours  
Must include four hours of activity courses or three hours of activity courses and a course in health or first aid.

V. Capstone studies

One Capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional Capstone courses may be taken as pure electives.

*Note: Education methods courses may not be used to satisfy general education requirements.*

### Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 65-168. Substitutions in the requirements for a major may be made by the head of the department in which the major is taken. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Through careful planning, students may complete many majors in three calendar years. Students who are interested in accelerating their studies should consult with their freshman adviser early in their freshman year.

#### *Bachelor of Arts*

American Civilization

Art

Biology

Chemistry

Dance

Economics

English

French

Music

Musical Theatre

Political Studies

Psychology

Public History

Religion

Social Work

Sociology

Spanish

History



Speech Communication  
Theatre

International Studies  
Mathematics

### *Bachelor of Science*

Accounting  
Biology  
Business Administration  
Chemistry  
Child Development  
Clothing and Fashion  
Merchandising  
Computer Information  
Systems  
Computer Science

Exercise and Sports Science  
Family and Consumer  
Science  
Foods and Nutrition  
Health Science  
Interior Design  
International Business  
Mathematics  
Medical Technology

### *Bachelor of Music*

Music Performance

Music Education

*Teacher education is described on pages 88-102.*

### **Contract Majors**

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as possible. Normally it should be approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. Departmental — Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.
2. Interdisciplinary — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

### **— Minors**

A student may choose to complete a minor area of concentration. In general, she is not required to do so.

However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

### **— Requirements for the Bachelor of Music Degree**

Detailed requirements for the Bachelor of Music degree with a major in performance or music education are given on pages 142-144.

### **— Requirements for a Second Baccalaureate Degree, Major or Minor**

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior. A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required.

### **THE HONORS PROGRAM**

THE HONORS PROGRAM OFFERS THE INTELLECTUALLY gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and facul-

ty in meaningful discussion are combined with chances for working independently on topics of special interest. In addition, Honors students are invited to participate in Focus on Excellence, a series of on-campus and off-campus cultural events.

### — *The Honors Curriculum*

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

#### **Prescribed Honors Courses.....7 hours**

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

##### *Honors Writing Course (3 hours)*

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for honors students. This course fulfills the English 111 requirement for graduation.

##### *Honors Laboratory Science (4 hours)*

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options of biology, chemistry, and physics.

#### **Honors Colloquia .....6 hours**

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the

Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

#### **Honors in the Major Field .....6 hours**

To heighten the participant's understanding of the knowledge, skills, and tools of her major discipline, each honors student will complete at least six credit hours of honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field.

#### **Honors Elective.....6 hours**

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses in which the student contracts for honors work and credit
- Independent study.

#### **Honors Thesis or Equivalent Project .....3 hours**

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors director. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the pro-

gram. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

## **CAREER DIRECTION**

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, human environmental sciences, art, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Meredith Career Center also provides information and advice (*see page 43*).

### **— Pre-Professional Preparation**

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

### **— Nursing Transfer Curriculum**

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who hold an associate degree or diploma in nursing enter Meredith through the re-entry option provided by continuing education (*see page 19*). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with nearby BSN-granting institutions to select appropriate courses. (*For more information, see pages 13 and 59.*)

### **— Physician Assistant Program**

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine of Wake Forest University. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include primary care practice, surgical specialties, emergency services, occupational health, geriatrics, etc. (*For specific requirements, see page 74.*)

### **— Dietetic Internship**

The Dietetic Internship is a post-baccalaureate supervised practice program. Students work for 27 weeks in rotations in clinical nutrition, food service management, and community nutrition. They also complete a three-week enrichment experience of their choice. Students take two three-credit-hour graduate courses: Clinical Nutrition Seminar and Pediatric Nutrition. After successful completion of the Dietetic Internship, the students will be able to take the Registration Examination to become registered dietitians. They will have acquired competence for an entry-level position in clinical nutrition, food service management, or community nutrition.

### **— Professional Communications**

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in photography, creative writing, journalism, business, and computer information science.

Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 103.*)

### **— Criminal Justice Studies**

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforce-

ment, in the judicial system, and in victim or offender services. (*For specific requirements, see page 122.*)

### — **Teacher Education**

Meredith College offers state-approved competency-based teacher education programs leading to an initial North Carolina teaching license in elementary education (grades K-6); middle grades education (grades 6-9); language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, physical education (grades K-12), theatre, French, and Spanish; and occupational education: business and office education and family and consumer sciences education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states' agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary education, reading K-12 and English as a Second Language. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

### **School Social Worker**

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 American Ethnic Relations, and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

### — **Teaching Fellows Program**

The Teaching Fellows Program offers talented North Carolina students, who choose teaching as a first career option, unique opportunities to participate in a program

designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program (which includes an Honors thesis) and also directed to participate in selected Focus on Excellence events. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to match the State's monetary contribution. (*For more information about the award, see page 32.*)

## **CONVOCATION**

CONVOCATIONS FOR THE ENTIRE MEREDITH community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

## **CONTINUING EDUCATION**

WOMEN, AGE 23 OR OLDER, WHO WISH TO BEGIN OR resume college work leading to the undergraduate degree, second degree, or second major are welcomed at Meredith.

### — **Undergraduate Degree Program for Women Age 23+**

A woman may enter this program in The Office of Continuing Education through special admission as a student (*see page 20*). This option involves pre-admission advising and an individually tailored preliminary program.

When the requirements of a preliminary program have been fulfilled, students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

### — **Community Programs**

Community Programs provide opportunities for women, men, and children to enrich their lives through a variety of programs offered each semester, including summer. Courses in the Community Programs award Continuing Education Units (CEUs). CEUs are not acad-

emic credit and cannot be applied to degree work but are recognized nationwide by business, agencies, and institutions for certification and advancement purposes. Continuing Education programs are open to Meredith College students, faculty, and staff on the same basis as the community at large. Academic credit is available for Meredith College students who participate in the Great Decisions Lecture Series each spring. Teachers who need Teacher Renewal Credit (TRC) take community program classes to meet the state requirements for maintaining their teaching licenses.

### — *Certificate Programs*

#### **Legal Assistants Program**

Legal assistants, also known as paralegals, are persons with knowledge of the law and legal procedures who work with attorneys in a team approach to law practice. To date, over 600 women have begun careers in the rapidly expanding paralegal field by completing their Legal Assistant Certificate at Meredith.

The Meredith Legal Assistants Program is a professional certificate program for women with a bachelor's degree in any major. It is approved by the American Bar Association and is the only ABA-approved paralegal program in North Carolina which can be completed in a single semester. With full- and part-time schedules, the program attracts both recent college graduates and women seeking a new career direction.

Employment opportunities for legal assistants are varied. While paralegals cannot give legal advice, appear in court, accept a case or set a fee, they perform a wide variety of tasks delegated by the attorney in handling a lawsuit or other legal transaction for a client. A paralegal's specific job responsibilities differ depending upon the kind of law firm, its size and its specialization.

Meredith Legal Assistants Program graduates work in law firms, corporations and government agencies across North Carolina and beyond. Many have found employment as a paralegal to be a rewarding career in itself. Others have used their training as a springboard to law school, or to careers in such fields as purchasing, human resources, and real estate management.

The Legal Assistants Program is designed for both full-time students and part-time students who hold a full-time job. Students may choose from two schedules:

Two-semester evening schedule: Classes three evenings per week, starting in fall semester and ending in May.

One-semester intensive schedule: Classes three

mornings and three evenings per week, January through May.

Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction, connecting students with the real world of law practice. A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Through active placement assistance, over 85% of our graduates find employment within six months of completing their studies.

The Meredith Legal Assistants Program is open to women who have earned a bachelor's degree from an accredited college or university. No specific major is required. Admission is competitive and is based on the applicant's past performance and potential for future success in the program and in the paralegal field.

Two of the core courses in the Legal Assistants certificate curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics and are recommended for students considering law school (*see page 125*). Further information about the Legal Assistants Program is available from the Office of Continuing Education at 760-2855.

### **INDIVIDUALIZED OPTIONS**

#### — *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (*See page 65.*)

#### — *Writing Intensive Courses*

Beginning in the spring of 1999, Meredith students will have a unique opportunity to improve their writing skills. Because each academic discipline has its own writing conventions, faculty in disciplines other than English have designed courses that include writing instruction for that discipline. Students enrolled in Writing Intensive classes learn from the experts how to write for that field, will receive feedback on preliminary drafts, and will have an opportunity to revise these drafts. These courses will be designated "WI" on a student's transcript, thereby informing potential employers or graduate schools that she has had instruction in composition beyond her freshman year.

This program demonstrates Meredith's commitment to making the ability to write clearly and effectively a priority for every student.

**Definition:** a course is considered writing intensive if it makes substantial use of writing as a means of engaging students with the subject matter. "Intensive" refers to the way writing is integrated into the course rather than to the amount of writing involved. Students will become familiar with the subject matter by completing a variety of writing assignments, both formal (graded) and informal (ungraded). The number of writing assignments may or may not exceed those of other classes, but Writing Intensive courses benefit the student by offering writing instruction and coaching by the instructor in planning, drafting, revising, and editing student papers for that discipline.

*Note:*

Courses designated as writing intensive or "WI" can be found in the semester course schedule beginning in the spring of 1999.

### — Cooperative Education

Cooperative education is a program which gives sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments which are evaluated. One to four hours of academic credit is earned for each work experience.

### — Cooperating Raleigh Colleges

Meredith, Peace, Saint Augustine's, and St. Mary's Colleges and North Carolina State and Shaw Universities form a consortium through which they provide, ordinarily without extra tuition cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are used for gen-

eral enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar at Meredith and should secure the approval of her adviser and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

Approval to take courses at a Cooperating Raleigh College is subject to space availability as determined by the host institution.

### — ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

— *International Studies***SUMMER PROGRAMS****Meredith Abroad in Italy, the Czech Republic and England**

Each summer the College offers a course of study in selected foreign countries (currently England, the Czech Republic and Italy) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options.

**Meredith Abroad — Special Summer Opportunities**

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Mexico, and Spain. The Departments of art, history, and religion have regularly combined to offer students opportunities to study in a wide variety of venues, including France, Greece, Italy, Egypt, Turkey, and eastern Europe.

In the past, the Department of Biology sponsored a program in arctic Russia; and the Department of Education, in New Zealand. The Department of Business regularly sponsors a program in the United Kingdom.

**Art Program in Italy**

Art students above the freshman level may apply for a five-week program of study in Florence and surrounding Tuscany. Six credits of drawing and painting can be earned, with the option for additional credits for independent study in art history. An additional required credit is earned during spring semester to prepare students for the trip.

**JUNIOR YEAR ABROAD****Individually-Tailored Semesters**

The Director of Study Abroad works individually with students wishing to spend all or part of their junior year abroad. In addition to studying with institutions in England, Meredith students have enrolled in universities in Scotland, Germany, Costa Rica and Greece—as well as in various locations in Australia.

**Semester/Year in Madrid, Spain**

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

**Semester/Year in Angers, France**

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

**Semester/Year in People's Republic of China**

Meredith is a member of a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the Director of International Studies.

— *Individual Participation in Programs of Other Institutions*

The director of international studies assists Meredith students in learning about opportunities sponsored by other American colleges and universities and by international institutions for study abroad.

**Drew University**

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

**American University**

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington

Semester at American University should apply in the Department of History.

### **The Washington Center**

Teaching Fellows are offered an opportunity to participate in an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any Teaching Fellow who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

### **Marymount Manhattan College**

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Dean of Undergraduate Instruction.

### **— Correspondence Credit**

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

### **— Visitation Credit**

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for re-admission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

### **Learning Center**

Meredith College's Learning Center is staffed by Meredith students who have been trained to support other students with one-on-one tutoring in writing, grammar, Spanish, French, and mathematics. Tutors also answer questions related to word processing, library research, and speech writing and delivery. In addition to tutoring, the Center has reference books, handouts, and self-help exercises in grammar and mathematics. Students wishing to make appointments should sign up on the sheet posted

outside the entrance at 122 Jones Hall, or call 760-2800 and leave a message on voice mail. The service is free and is not limited to students seeking remedial help. All students are welcome.

### **SUMMER STUDY**

MEREDITH CONDUCTS A SUMMER SESSION CONSISTING of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

## **ACADEMIC PLANNING AND ADVISING**

### **— Academic Advisers**

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning. The advising program is under the general direction of the Director of Academic Advising.

### **— Course Load**

A student will decide upon her own course load in consultation with her adviser. The average load in a



semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

### — *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (pages 47-48) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the general education requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

### — *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the Dean of Undergraduate Instruction.

### — *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Dean of Undergraduate Instruction. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. *Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this when they*

*file for graduation.*

*A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive certified diplomas at a commencement program.*

*Participation in a commencement program (May or December) is open to:*

*a.) those students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony).*

*b.) those students who have completed the requirements for graduation in the semester of the graduation ceremony.*

*c.) those students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The official diploma will be delivered after receipt of the grades if the student has completed all requirements.*

### — *Graduate Examinations*

Students interested in graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through Career Center or at other established testing centers. Other graduate/professional admission test packets are available through Career Services including the MCAT, LSAT, GMAT, DAT, VCAT, PCAT, AHPAT, and others. More information is available from academic advisers or in the Career Center.

### — *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the end of the withdrawal period will receive a W (withdrawal) grade. Beyond that point a final grade will be given for the course except in the case of medical or emergency withdrawals. (See page 59, *Grading System*). All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through

the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

### — *Repetition of Courses*

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

### — *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

*The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.*

## CREDIT REGULATIONS

### — *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see page 18. Students in residence should apply directly to the department concerned or to the registrar.

### — *Auditing Courses*

Audits may be arranged on the first class day of the semester or the first day of the class in the case of a class that does not begin on the first day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record,

but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. If the student withdraws from the course or fails to satisfy the teacher's stated expectations for the audit, the grade of NA will be given.

### — *Corequisites*

Any student taking a class with a corequisite requirements must register and take the corequisite during the same semester as the corresponding course. She must successfully complete the requirements of both in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component of a corequisite course during the five-day drop/add period, she must drop both components.

### — *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 255, 336, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 30 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions. If a transfer enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at regionally accredited four-year colleges.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classi-

fication will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physician assistant program will complete the last year of her work at Bowman Gray Medical School of Wake Forest University.

### — *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from nursing schools is 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Meredith credits are recorded in semester hours and are evaluated with letter grades 'A' through 'F' (see page 59 for a complete explanation of the grading system at Meredith) on the 4.0 scale. Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

### — *Credits from Technical, Business, Bible, and Nursing Schools*

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

### — *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

### — *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

### — *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See pages 150-151 for list of ensemble courses.)

### — *Credit in Physical Education and Dance*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health, Physical Education and Dance, and by the Dean of Undergraduate Instruction or the registrar. When the general education/physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

## GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing to the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

### — *Standard Grading*

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.
- AU The student completed a satisfactory audit.
- NA The student did not complete a satisfactory audit.

### — *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count

toward additional hours attempted in calculating the quality point ratio.

### — *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

#### **Pass/Fail Options**

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

#### **General Regulations**

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.

3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.

4. A student who changes her major to a department in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.

6. Responsibility for compliance with all rules governing the P/F system rests with the student.

## ACADEMIC RECOGNITION

### — Classification

Each student is classified on the following basis:

<i>Classification</i>	<i>Semester Hours Credit</i>
Freshman.....	1-25
Sophomore.....	26-59
Junior.....	60-89
Senior.....	90 and above

### — Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

### — Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits — all courses taken at Meredith.
2. Total credits — all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

## RECORDS

\* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Financial Assistance.

### — Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

### — Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. A fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

## SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE COLLEGE, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart\*:

<i>Total Hours Attempted</i>	<i>Minimum Expected Meredith QPR</i>
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A stu-

dent on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if re-admitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the Dean of Undergraduate Instruction within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the Dean of Undergraduate Instruction to hear the appeal.

The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

## LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College **and no later than the last day of classes if she does not plan to complete her current semester.**

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no **honor council** case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

**A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of**

**absence within 60 days of her last day of class attendance.**

## OFFICIAL WITHDRAWAL

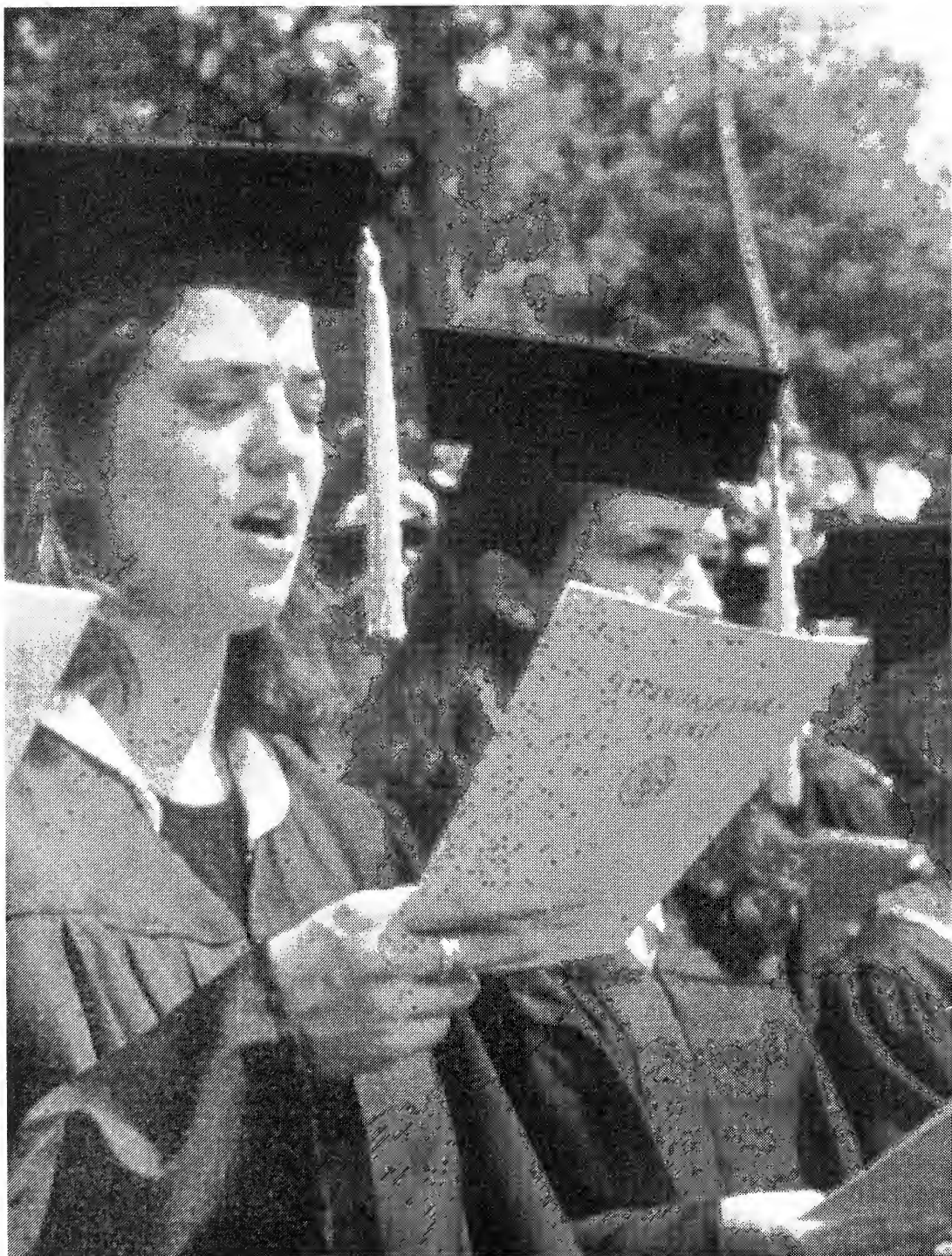
OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For Undergraduate Degree Programs for Women Age 23+ students, withdrawal is effected through the Office of Continuing Education. Students who are seeking licensure for teaching (but are not seeking a degree) should withdraw through the Department of Education. Special students should withdraw from the Office of the Registrar. Students failing to make official withdrawal within 60 days of last class attendance forfeit the right of honorable dismissal and financial adjustments.

## Academic Programs

Accounting  
American Civilization  
Art—*Art Education • Art History*  
• *Graphic Design • Studio Art*  
Biology—*Environmental Science*  
Business Administration—*Economics*  
• *Finance • Human Resource Management*  
• *Management • Marketing*  
Chemistry  
Child Development  
Clothing and Fashion Merchandising—  
*Design • Merchandising*  
Computer Information Systems  
Computer Science  
Dance—*Dance Education*  
• *Performance & Choreography*  
• *Private Studio Teaching*  
Economics  
Education—*Licensure in Elementary (K-6)*  
• *Middle Grades (6-9) • Secondary (9-12)*  
• *Specialized Subject areas also available*  
English  
Exercise and Sports Science—  
*Fitness & Sports Management*  
• *Physical Education*  
Family and Consumer Sciences  
Foods and Nutrition—*Food*  
*Service Management • Nutrition*  
French  
Health Science  
History  
Interior Design  
International Business  
International Studies  
Mathematics  
Music  
Music Education  
Music Performance—*Composition*  
• *Keyboard • Piano Pedagogy • Voice*  
Musical Theatre  
Political Studies  
Pre-Professional Programs—*Dentistry*  
• *Law • Medicine • Veterinary Medicine*  
Psychology  
Public History  
Religion  
Social Work  
Sociology  
Spanish  
Speech Communication  
Theatre  
Self-Designed Major

—*Italics denote concentrations available.*







# COURSES OF STUDY

- Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; courses open to graduate students and by permission to undergraduate students in the 500s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

## SPECIAL STUDIES

SPECIAL STUDIES COURSES ARE AVAILABLE IN ALL departments in the following categories:

### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

### 925 HONORS THESIS

### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

### 940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department in which credit is given.
3. Each course must have the approval of the dean of

the College.

4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P/F options.

## INTERDISCIPLINARY STUDIES

SEVERAL DEPARTMENTS INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

### IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 hours

### IDS 200 WOMEN'S ODYSSEY

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

Spring

3 hours

## CROSS-CULTURAL SKILLS MINOR

AN INTERDISCIPLINARY CROSS-CULTURAL SKILLS minor is available. This minor, which will be administered by the Director of International Studies, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from our international studies major/minor in its emphasis on foreign language and on international living, requiring significant measures of each. Each student will work out her individual program in consultation with the International Studies Director (who will be responsible for record keeping) and her adviser.

The requirements for a Cross-Cultural Skills minor are listed below:

1. CAP 950 — Awareness and Discovery or comparable course (3 hours)
2. Approved Study/Work Abroad (minimum eight consecutive weeks)
3. Foreign Language (6 hours in the same language, 300-level or above)
4. Approved Global Perspective Electives (6 hours)
5. Approved International Perspective in the Major (3 hours)
6. Portfolio (1 hour)

## CAPSTONE PROGRAM

A CAPSTONE COURSE SERVES AS A CULMINATING experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. While Capstone courses vary in their themes, all share common goals and characteristics. There are three major components:

1. Application of and reflection on critical thinking and communication skills;
2. A holistic overview of scientific and cultural changes in society; and
3. Action directed toward contemporary problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: Minimum 75 credit hours completed at the time of registration. (Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

### CAP 400 HUMAN HORIZONS: PAST AND FUTURE

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

*3 hours*

### CAP 401 LIVING REVOLUTION

This course examines revolutionary developments that have transformed past human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

*3 hours*

### CAP 402 THE POWER OF LITERACY

A course designed to acquaint the student with the social and intellectual implications of literacy. Literacy and illiteracy will be examined in historical, philosophical, scientific, and contemporary contexts. Various types of functional illiteracy will be explored, including computer or technological literacy, mathematical illiteracy (innumeracy), etc. In addition, each student will read a classic work in her own major field, and will participate in discussions of her text with classmates from other disciplines. Students will be required to examine their knowledge, skills, and values in relation to course content and devise a means of acting upon them. There is a strong emphasis throughout the course on synthesis of information and thinking skills. Students completing the course should become more sophisticated readers and listeners.

*3 hours*

**CAP 403 MOTHER EARTH**

This course is an examination of the interactions of humans with and within our natural environment. We will discuss environmental issues such as waste disposal, habitat destruction, and pesticide use, in the context of learning how to critically analyze the problems, consider possible options, and make educated decisions involving these issues. In this regard, we will examine these issues from multiple perspectives, including ecological significance, historical background, political and economic considerations, and societal impact. Students will be encouraged to ask questions and explore issues from the basis of their own concerns, interests, and knowledge. In addition, the relationships between nature and art, literature, and religion will also be studied, and students will be encouraged to examine their own knowledge and skills and clarify their own values regarding nature. Activities such as outdoor trips, reading from classic and contemporary literature, and group action projects will be focused toward understanding how natural processes and human-imposed processes shape our Mother Earth.

*3 hours***CAP 404 HUMANITY AND CONFLICT**

This capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human origins. This course will begin with a preliminary exploration of methodologies — both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of nature and nurture in shaping humanity, and the continuing debate over aggression and cooperation in human history. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution.

*3 hours***CAP 405 COMING OF AGE IN THE MILKY WAY**

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and ourselves, our values, and our society? What are the limits of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values that will in turn make their actions more conscious

and consistent. (And yes — we will look through telescopes!)

*3 hours***CAP 406 THE MYTHS WE LIVE BY**

This course is an exploration of how we are shaped by the stories we tell, experience, hear, and live by. The intention is to assist students in gaining a better understanding of themselves, others, and the larger world. We will explore universal themes of freedom, pleasure, meaning, fulfillment, and desire through multicultural myths, fairy tales, folk tales, and stories. From these, students will critically examine underlying assumptions of cultural, historical, scientific, and theological world views and their implications from personal to global perspectives. Emphasis is on enabling students to understand the interaction between the stories we tell and how we think and act in our contemporary culture. The course culminates in group action projects. These provide the opportunity for students to identify current cultural myths within both private and public spheres, understand their implications, create a plan of action, and work together to bring about change.

*3 hours*

*Note: Check current registration information for additional course offerings.*

**CENTER FOR WOMEN IN THE ARTS**

MEREDITH IS WIDELY RECOGNIZED AS A CENTER for Women in the Arts operating in an atmosphere of the arts, sciences, and humanities. Whether one is interested in pursuing a career in the arts, or simply likes the excitement visual and performing arts add to campus life, the variety of opportunities available in the arts at Meredith is extraordinary. Meredith offers undergraduate degree programs in the traditional arts areas of Visual Art, Music, Drama, and Dance, as well as Fashion Design and a fully accredited Interior Design program. Meredith has teaching licensure programs in art, music, dance, and drama and two graduate music degree programs. At the heart of education in the arts at Meredith is personal attention and individualized instruction to help each student explore her own artistic potential.

The Meredith calendar is filled with student and professional performances, lectures and exhibits, frequent field trips, and travel study opportunities both in the United States and abroad. With excellent facilities on campus, Meredith students also have access to the cultural resources available in Raleigh, the Capital City, and the entire Research Triangle Region.

## WOMEN'S STUDIES

VARIOUS DEPARTMENTS INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

A minor in Women's Studies is available. For the requirements of this minor, see the listings in the Department of Sociology and Social Work.

## CAREER STUDIES

### CPS 101 CAREER PLANNING FOR FRESHMEN AND SOPHOMORES

This course offers first- and second-year students the opportunity, through interest, skill, and personal assessments, to explore possible choices of major study and career fields. Decision making, goal setting, resume writing, interviewing strategies, and professional development are among the topics presented and practiced. Pass-fail grading only.

*1 hour*

### CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to specific job-search strategies, and to the concept of career development as a lifelong process. Pass-fail grading only.

*1 hour*

### COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with or paralleling academic study. Prerequisites: Sophomore standing. 2.0 minimum GPA. Pass-fail grading only. The number of hours credit is determined by the number of hours worked. All work experience must be approved by the Cooperative Education Director.

*1 to 4 hours*

### COE 403 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only. The number of hours credit is determined by the number of hours worked.

*1 to 4 hours*

## ART

*Professor Bailey, Head; Professor Short; Associate Professors Fitz-Simons, Parker; Assistant Professors Banker, Mulvaney, Pearce; Instructors Rowland, and Terry; Adjuncts Beatty, Driscoll, Fine, Givvines, Rieder, M. Scherr, S. Scherr, Springer and Steele; Emerita Greenberg.*

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. To receive transfer credit, student must get approval from the department head.

All art majors are required to complete a core curriculum of 18-20 credit hours. The addition of six hours in art history, six hours in studio art, and six elective hours in upper-level studio courses meets the minimum requirement of 47 hours in art for the Bachelor of Arts degree. Concentrations are offered in studio art, art history, graphic design and art education. Internships are available and encouraged for art majors. Through special studies courses, arranged with individual faculty members, a student may add even greater depth of her program in a particular area of interest. Contract majors in art management, art history, and pre-art therapy are also possible for the student to arrange through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art.

The art department accepts AP credit in both art history and studio art. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through her own life initiatives.

The art department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete core curriculum requirements for a major. All art classes can be taken by the non-degree student who has taken the applicable pre-requisite courses on a space available basis through Continuing Education. Contact the art department for further information for all of these policies.

### — Requirements for a Major

#### The Core Curriculum

ART 100 Theory and Practice of Visual Arts .....	2
ART 101 Drawing 1.....	3

ART 105 2-D Design .....	3
ART 106 Color Theory .....	3
ART 221 Art History Survey I .....	3
ART 222 Art History Survey II .....	3
ART 493 Senior Seminar .....	2
ART 494 Senior Project .....	1-3
TOTAL Core Hours .....	18-20

### Studio Art

The Studio Art Concentration is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for her entrance into graduate school or into many entry level art positions. The student should begin the concentration by the first semester of the sophomore year in order to avoid delays in graduation and provide time for internships.

#### *Requirements for a Major in Art with a Concentration in Studio Art:*

I. The Core Curriculum .....	18
II. Art History .....	6
ART 324 Topics in Modern Art History (3)	
Art History Elective (3)	
III. Studio Art Concentration .....	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
Studio Area Concentration (15)	
IV. Professional .....	2
ART 493 Senior Seminar (2)	
TOTAL hours for the major .....	47

### Graphic Design

The Graphic Design Concentration combines a background in traditional art media with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

#### *Requirements for a Major in Art with a Concentration in Graphic Design:*

I. The Core Curriculum .....	18-20
II. ART 102 Drawing II .....	3
III. Graphic Design Concentration .....	28
A. Required Courses .....	19
ART 140 Introduction to Graphic Communications (3)	
ART 245 Typography and Layout (3)	

ART 248 Techniques of Illustration I (3)	
ART 230 Photography I (3)	
ART 341 Processes and Production (3)	
ART 440 Advertising Design, ART 441 Techniques of Illustration II, or ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1)	

B. Related electives approved by faculty adviser .....9

*(Choose a minimum of 9 hours from the following list.):*

ART 231 Photography II (3)	
ART 301 Life Drawing (3)	
ART 330 Photographic Techniques and Processes (3)	
ART 440 Advertising Design (3)	
ART 441 Techniques of Illustration II (3)	
ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1-2)	
(in addition to the required 1 credit hour)	
ART 930 Community Internship (2-4)	
ART 920 Directed Independent Study (1-3)	
TOTAL hours for the major .....	49-51

### Art History

The Art History Concentration is designed for students who wish to pursue careers where the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art, i.e., museums, community-based arts organizations or commercial arts enterprises.

Art History Concentration requires Modern Art History and 12 additional hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

#### *Requirements for a Major in Art with a Concentration in Art History:*

I. The Core Curriculum .....	20
II. Studio Art .....	3
ART 107 Three Dimensional Design (3)	
III. Art History .....	15
ART 324 Topics in Modern Art History (3)	
Art history courses beyond the core (12)	
IV. Electives approved by faculty adviser .....	9
TOTAL hours for the major .....	47

### Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to the opportunity for K-12 art licensure in conjunction with the Department of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements.

*Requirements for a Major in Art with a Concentration in Art Education:*

I. The Core Curriculum.....	18
II. Art History.....	6
ART 324 Topics in Modern Art (3)	
Art History Elective (3)	
III. Studio .....	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
ART 210 Painting I (3)	
ART 260 Ceramics I (3)	
ART 265 Sculpture (3)	
ART 270 Fiber or Metal Crafts (3)	
ART 350 Printmaking (3)	
IV. Professional Education.....	32
ART 734 Elementary School Methods (3)	
ART 735 Middle School Methods (3)	
ART 736 High School Methods (3)	
EDU 232 Foundations (3)	
EDU 234 Ed Psych (3)	
PSY 210 or PSY 310 Developmental (3)	
PSY 312 Exceptional (3)	
SOC 335 Ethnic Relations (3)	
EDU 439 Student Teaching (6)	
EDU 441 Audio/Visual (1)	
EDU 471 Reading (1)	
TOTAL hours for the major .....	77

### — Curriculum

#### Art History

##### ART 220 TOPICS IN NON-WESTERN ART

Rotating topics focusing on the art from non-western societies, such as India, Japan, China, and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

*Spring*

*3 hours*

##### ART 221 SURVEY OF WESTERN ART — PREHISTORY-GOTHIC

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period. Open to all students as a humanities and fine arts elective.

*Fall*

*3 hours*

##### ART 222 SURVEY OF WESTERN ART HISTORY — EARLY RENAISSANCE-PRESENT

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art. Open to all students as a humanities and fine arts elective.

*Spring*

*3 hours*

##### ART 323 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

*Spring*

*3 hours*

##### ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Topics are on a three-semester rotation and may be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

*Fall*

*3 hours*

#### Studio Art

*(Studio fees are assessed for most studio courses.)*

##### ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with practical application through studio projects and papers. Careers are discussed by professional artists and designers in their work spaces.

*Fall*

*2 hours*

**ART 101 DRAWING I**

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.

*3 hours*

**ART 102 DRAWING II**

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. Prerequisite: ART 101. Six studio hours per week.

*3 hours*

**ART 105 TWO-DIMENSIONAL DESIGN**

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.

*3 hours*

**ART 106 COLOR THEORY**

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 101 and ART 105. Six studio hours per week.

*3 hours*

**ART 107 THREE-DIMENSIONAL DESIGN**

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

*3 hours*

**ART 301 LIFE DRAWING**

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit. Six studio hours per week.

*3 hours*

**ART 210 PAINTING I**

An introduction to basic painting techniques and media. Oil and water color are offered in alternating years. May be repeated for credit. Six studio hours per week.

*Fall*

*3 hours*

**ART 310 PAINTING II**

An extension of the concepts and techniques encountered in ART 210 with an emphasis on individual production and experimental techniques. Prerequisite: ART 210. May be repeated for credit. Six studio hours per week.

*Spring*

*3 hours*

**ART 230 PHOTOGRAPHY I**

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week.

*3 hours*

**ART 231 PHOTOGRAPHY II**

An extension of the concepts and techniques encountered in ART 230, with an emphasis on the pursuit of photography as a fine art form. Prerequisite: ART 230. Six studio hours per week.

*Spring*

*3 hours*

**ART 330 PHOTOGRAPHIC TECHNIQUES AND PROCESSES**

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. Prerequisite: ART 230. (ART 231 is not required to take this course.) May be repeated for credit. Six studio hours per week.

*Fall*

*3 hours*

**ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION**

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. No prerequisites.

*3 hours*

**ART 245 TYPOGRAPHY AND LAYOUT**

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Prerequisites: ART 101, 105, and 140. Six studio hours per week.

*Spring*

*3 hours*

**ART 248 TECHNIQUES OF ILLUSTRATION I**

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 101, 105, 106, and either ART 102 or ID 243. Six studio hours per week.

*3 hours*

**ART 341 PROCESSES AND PRODUCTION**

Concepts and technical processes for preparing presentation comps and camera-ready mechanicals for print reproduction will be integrated with typography, layout, and visual presentation skills. Prerequisites: ART 140, 230, 245. Six studio hours per week.

*Fall*

*3 hours*

**ART 440 ADVERTISING DESIGN**

Visual concept generation and design development for persuasive advertising will be the emphasis of this course with further development of skills in visual communication. Prerequisite: ART 341. Six studio hours per week.

*Spring*

*3 hours*

**ART 441 TECHNIQUES OF ILLUSTRATION II**

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 248. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 248 and 341 or permission. Six studio hours per week.

*Spring*

*3 hours*

**ART 442 PUBLICATION DESIGN**

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 105, 106, 140. Six studio hours per week.

*Fall*

*3 hours*

**ART 490 PROFESSIONAL DESIGN STUDIO**

Students will design printed materials within a designer/client relationship, including client interview and interaction, concept, design, presentation, mechanical, and print production supervision. Prerequisite: ART 341 or permission. May be repeated for credit. Six studio hours per week.

*Fall*

*1 hour*

**ART 350 PRINTMAKING I**

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. Prerequisites: ART 101. Six studio hours per week.

*Spring*

*3 hours*

**ART 351 PRINTMAKING II**

Editions produced by incorporating Intaglio and/or relief multi-plate techniques. Six studio hours per week. Prerequisites: ART 101, 102, and 350. May be repeated for credit.

*Spring*

*3 hours*

**ART 260 CERAMICS I**

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week.

*3 hours*

**ART 361 CERAMICS II**

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed on gaining depth of experience and a personal approach. Prerequisite: ART 260. May be repeated for credit. Six studio hours per week.

*Spring*

*3 hours*

**ART 265 SCULPTURE**

An introduction to sculptural concepts through modeling, carving, casting, and assembling media. Prerequisites: ART 101 and 107. Six studio hours per week.

*Spring*

*3 hours*

**ART 270 FIBERS OR METALS**

**Metals:** An introduction to traditional metal techniques. Through design emphasis and direction, students learn the use of tools, equipment, processes, materials, methods, and techniques related to the fabrication of small-scale objects and/or jewelry. The course will cover design layout, pattern-making, sawing, piercing, soldering, finishing, photo-etching, casting, and anodic oxidation. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

*3 hours*

**Fibers:** An introduction to various fabric construction, modification and embellishment techniques, including woven, nonwoven, and surface design processes. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

*Fall*

*3 hours*

**Art Education****ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL PRE-K-5 (for art majors)**

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

*3 hours*



**ART 735 THEORY AND METHODS OF TEACHING ART IN THE MIDDLE SCHOOL 6-8 (for art majors)**

A study of teaching methodologies appropriate for middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

*3 hours***ART 736 THEORY AND METHODS OF TEACHING ART IN THE HIGH SCHOOL 9-12 (for art majors)**

A study of methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

*3 hours***ART 744 ART IN THE ELEMENTARY SCHOOL**

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Integration of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100 or ART 221 or 222, and Art 734.

*2 hours***Senior Requirements****ART 493 SENIOR SEMINAR**

All senior Studio Art majors must complete this course prior to taking senior project (Art 494). Students will continue studio work for their senior project. Seminar topics focus on the profession of art. Students who plan a December graduation should complete this course during fall semester of the preceeding year.

*Fall**2 hours***ART 494 SENIOR PROJECT**

All art majors should register for this course in the last semester of the senior year. Studio and Art Education students will prepare and hang an exhibition of their work (1 credit). Graphic Design students will prepare a portfolio

of their work and their credits can vary with the number of formats selected for their portfolio (1-3 credits). Art History students will write a research paper (3 credits). Credits for Art History students may be divided between the last two semesters to equal 3 credits, or be completed in one semester. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course.

*1-3 hour***Cross-Listed Courses***Interior Design*

ART 142 —ID 142 History of Architectural Interiors and Furnishings

ART 144 —ID 144 Interior Design I

ART 243 —ID 243 Interior Design Drafting and Presentation Skills

ART 244 —ID 244 Interior Design II

ART 247 —ID 247 Computer-Aided Design

ART 344 —ID 344 Interior Design III

ART 444 —ID 444 Interior Design IV

ART 447 —ID 447 Contract Interior Design

*Clothing and Fashion Merchandising*

ART 315 —CFM 315 History of Costume

ART 415 —CFM 415 Draping

ART 417 —CFM 417 Apparel Design

**BIOLOGY AND HEALTH SCIENCES**

*Professor Grimes, Acting Head; Professor Reid; Associate Professor Swab; Assistant Professors Cuffney and Wolfinger. Adjuncts Crumpler, Frear, Guzman, Moore*

THE DEPARTMENT OF BIOLOGY AND HEALTH SCIENCES meets the needs of the liberal arts student with introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, nutrition, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Goals of the department are as follow:

- to achieve a level of scientific literacy and analytical ability among students which will prepare them to be responsible members of the biosphere,
- to encourage students to apply their knowledge of science to their personal lives and in their role as citizens,
- to encourage students to apply the logic learned in the study of science in developing a sound value system and philosophy.

The Department of Biology and Health Sciences also seeks to provide for its majors and minors a strong academic program in the biological and health sciences, which will prepare them for employment, post-graduate studies, and decision-making roles as informed members of society.

Pre-professional advising for medicine, dentistry, pharmacy, and veterinary medicine is also available in the Department.

— *Requirements for a Major*

**BACHELOR OF ARTS — Biology**

Thirty semester hours in biology, 12 semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

*Required courses:*

- I. BIO 101, 141, 102, 142, 334, 344, and  
One course from each of the following:
  - A. BIO 331 and 341 or 231
  - B. BIO 222 and 242 or 214 and 245
  - C. BIO 211 and 241, 311 and 346, or 234 and 244
  - D. BIO 321 and 345 or 322 and 342
- II. CHE 111, 141, 112, 142, 221, and 241
- III. MAT 211

IV. Biology electives — 3 hours

**BACHELOR OF SCIENCE — Biology**

Thirty-six semester hours in biology, 16 semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

*Required courses:*

- I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and  
One course from each of the following:
  - A. BIO 499 or special studies to total two hours
  - B. BIO 321 and 345\* or 436 and 446
  - C. BIO 222 and 242 or 214 and 245
  - D. BIO 323 and 343 or 322 and 342
  - E. BIO 211 and 241, or 311 and 346, or 234 and 244
- II. CHE 111, 141, 112, 142, 221, and 241 and  
One course from:
 

CHE 222 and 242 or 436 and 446\*\*
- III. PHY 211, 241, 212, 242
- IV. MAT 211 and  
One course from:
 

MAT 212 or 245
- V. Biology electives — 2 hours

**BACHELOR OF SCIENCE — Biology with concentration in Environmental Science**

Thirty-six semester hours in biology, 16 semester hours in chemistry, 8 hours in physics, 3-4 hours in geography, and a minimum of 7 hours in mathematics are required in this concentration.

*Required courses at Meredith:*

- I. BIO 101, 141, 102, 142, 211, 241, 222, 242, 234, 244, 331, 341, 334, 344, and 325.
- II. CHE 111, 141, 112, 142, 221, 241, and  
One course from:
 

CHE 222 and 242 or 350
- III. PHY 211, 241, 212, 242
- IV. GEO 204 or 236
- V. MAT 211, 245
- VI. Biology electives — 4 hours

**BACHELOR OF SCIENCE — Health Science**

This program requires twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of 18 hours in one of the following: chemistry, food and nutrition, or psychology. A student must have completed 101 semester hours at Meredith before entering Bowman Gray School of Medicine. She must also have

\* Students who choose BIO 321 may not choose 322 and 342.

\*\* BIO 436 and 446 is the same course as CHE 436 and 446.

completed a minimum of 1000 hours of clinical experience through community internships, co-op programs, or as a volunteer. (See *General Education Requirements*.)

*Required courses at Meredith:*

- I. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
- II. Concentration of a minimum of 18 hours in one of the following areas:  
CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211, 241, 212, and 242.  
FN 124, 227, 428, 429 and electives to total 18 hours  
PSY 100, 200, 210, 312, 330, and 424

The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

— *Requirements for a Minor*

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

— *Curriculum*

**BIO 101 GENERAL BIOLOGY I**

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization with an emphasis on their relationships to human anatomy and physiology. Three lectures per week.

*3 hours*

**BIO 141 GENERAL BIOLOGY I LABORATORY**

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Corequisite or Prerequisite: BIO 101. Meets two hours per week.

*1 hour*

**BIO 102 GENERAL BIOLOGY II**

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Prerequisite: BIO 101 and 141. Corequisite: BIO 142. Three lectures per week.

*3 hours*

**BIO 142 GENERAL BIOLOGY II LABORATORY**

A selection of laboratory exercises designed to illustrate

the basic principles presented in BIO 102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

*1 hour*

**BIO 211 PLANT BIOLOGY**

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as Fungi and algae. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

*Fall, even-numbered years*

*3 hours*

**BIO 241 PLANT BIOLOGY LABORATORY**

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

*1 hour*

**BIO 214 PARASITOLOGY**

A comprehensive investigation of protozoan, helminth, and arthropod parasites. Special emphasis is given to those of medical and veterinary importance. For each parasitic organism, consideration will be given to taxonomy, morphology, life cycle, ecology, geographic distribution, host-parasite interaction, and pathology. In addition, the social, cultural, and economic aspects of human parasitic disease are considered. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 recommended. Corequisite: BIO 245. Three lectures per week.

*Spring, odd-numbered years*

*3 hours*

**BIO 245 PARASITOLOGY LABORATORY**

Students examine prepared slides, living specimens, and preserved specimens of parasitic animals. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: BIO 214. Three laboratory hours per week.

*1 hour*

**BIO 222 INVERTEBRATE ZOOLOGY**

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 242. Three lectures per week.

*Spring*

*2 hours*

**BIO 242 INVERTEBRATE ZOOLOGY LABORATORY**

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Corequisite: BIO 222. Three laboratory hours per week.

2 hours

**BIO 231 FOUNDATIONS OF GENETICS**

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, and 142 or equivalent. Recommended, MAT 110 or equivalent. Three lectures per week.

Fall, odd-numbered years

3 hours

**BIO 234 PRINCIPLES OF ECOLOGY**

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week.

Spring

3 hours

**BIO 244 PRINCIPLES OF ECOLOGY LABORATORY**

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week.

1 hour

**BIO 300 INTRODUCTION TO RESEARCH**

An introduction to the scientific literature, various literature search strategies, experimental design strategies, laboratory recordkeeping, and principles of advanced methodologies. Prerequisite: Consent of instructor.

1 hour

**BIO 311 HISTOLOGY**

A survey of mammalian tissues and organs at the light and electron microscope level, and a review of the general principles of microscopy and microtechnique. A visual approach to the science is used. Prerequisites: BIO 101, 141, 102, and 142. BIO 321 recommended. Corequisite: BIO 346. Three lectures per week.

Spring, even-numbered years

3 hours

**BIO 346 HISTOLOGY LABORATORY**

A light microscope survey of mammalian tissues and organs. Students study a comprehensive set of prepared slides and are responsible for tissue and organ recognition and critical interpretation. Students are introduced to the basics of microscopy and microtechnique. Corequisite: BIO 311. Three laboratory hours per week.

1 hour

**BIO 321 COMPARATIVE VERTEBRATE ANATOMY**

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.

Fall

2 hours

**BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY**

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.

2 hours

**BIO 322 HUMAN ANATOMY AND PHYSIOLOGY**

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.

Spring

3 hours

**BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY**

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.

1 hour

**BIO 331 GENETICS**

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 141, 102, and 142. Recommended, MAT 110 or equivalent. Corequisite for biology majors: BIO 341. Three lectures per week.

Fall

3 hours

**BIO 341 GENETICS LABORATORY**

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: BIO 331. Three laboratory hours per week.

*1 hour*

**BIO 323 VERTEBRATE PHYSIOLOGY**

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101, 141, 102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

*Fall*

*3 hours*

**BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY**

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.

*1 hour*

**BIO 325 ENVIRONMENTAL SCIENCE**

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 112. Three class hours and three laboratory hours per week.

*Fall, odd-numbered years*

*4 hours*

**BIO 334 MICROBIOLOGY**

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.

*Spring*

*3 hours*

**BIO 344 MICROBIOLOGY LABORATORY**

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical

microbiology. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.

*1 hour*

**BIO 400 RESEARCH**

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour. Prerequisite: BIO 300 or consent of instructor.

*1 to 3 hours*

**BIO 421 EMBRYOLOGY**

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 441. Three lectures per week.

*Fall, odd-numbered years*

*3 hours*

**BIO 441 EMBRYOLOGY LABORATORY**

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material is used whenever possible, and histological techniques are used for preparation of individual slide sets. Corequisite: BIO 421. Three laboratory hours per week.

*1 hour*

**BIO 436 BIOCHEMISTRY**

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.

*Spring*

*3 hours*

**BIO 446 BIOCHEMISTRY LABORATORY**

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Corequisite: BIO or CHE 436. Three laboratory hours per week. Also offered as CHE 446.

*1 hour*

**BIO 499 SEMINAR**

May be taken for credit both junior and senior years. Offered for pass-fail grading only.

*Spring*

*1 hour*

**SCI 764 THE TEACHING OF SCIENCE**

A course for students seeking teacher licensure in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week.

Fall

3 hours

*Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology which may be of interest to biology majors.*

*Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 65.*

**BUSINESS AND ECONOMICS**

*Irving H. Wainwright Associate Professor of Business Wessels, Acting Head, Professors Crew, Oatsvall and Schanz; Associate Professors Ammann, Bledsoe, Chappell, Ligon, Pencek, and Wakeman; Assistant Professors Korenko, Lippard and Shuey; Instructor Hanner; Adjuncts Behrman, Johnston, Smart and Steele.*

THE DEPARTMENT OFFERS A B.S. DEGREE WITH A major in accounting, a B.S. degree with a major in International Business, and a B.S. degree with a major in business administration with concentrations in economics, management, marketing, human resource management, and finance; a B.A. degree with a major in economics; the Master of Business Administration (MBA); and a B.S./M.B.A. option for accounting majors. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

This B.S. degree with a major in business administration with a concentration in management is available during the evenings through Undergraduate Degree Programs for Women Age 23+.

— ***Requirements for a B.S. Degree with a Major in Accounting***

Candidates for the Bachelor of Science degree in accounting must take 36 (or 37) hours in the prescribed core and at least 12 additional hours of accounting, business, computer science, or other approved electives.

The core consists of the following courses: ACC 230, 231, 333, 334, 335, 434; BUS 120 (or equivalency test), 346, 366, 490; ECO 210, 211; MAT 245 (or equivalent) and CIS 131.

Electives include: ACC 332, 435, 436, 437, 438; BUS 454 (or 457), 491, 494; and CSC 312.

In the five-year program, Meredith accounting students may begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. The program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required in many states.

— ***Requirements for a B.S. Degree with a Major in Business Administration***

Candidates for the Bachelor of Science degree in business administration must take 25-26 hours in a prescribed

core and additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; ACC 230, 231; BUS 120 (or equivalency test), 346, 366, 490; and MAT 245 (or equivalent) and CIS 131.

### Concentrations

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses approved by the department head.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 499 and 18 additional hours from accounting, business and economics courses numbered 300 and above, CIS 312 or related courses approved by the department head. (Note that ECO 374 does not count toward the major.)

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 465, 468, and 499 and 12 additional hours selected from BUS 448, 454, 461, 466, 467, 468, 469, 480, 491, 494, ECO 311, CIS 312, or related courses approved by the department head.

The *Human Resource Management Concentration* provides an opportunity for students to focus on those courses which will strengthen their skills in various areas of human resource management. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 446, 447, 449, 480 (must be a human resource internship), 499 and 6 additional hours chosen from BUS 448, 450, 454, ECO 335, 364, SOC 335 and PSY 422, CIS 312, or related courses approved by the department head.

The *Finance Concentration* permits students to focus on those courses which will develop and strengthen their skills in the areas of finance and to position them for entry-level positions in banking, stock brokerage firms, and mortgage companies. In addition to the core courses, students who elect this concentration must take MAT

211, ACC 332 OR 334, ECO 311, ECO 455, 491, 492, and 499 and 9 elective hours selected from ACC 334, 335, 434, 435, BUS 454, 480, and CSC 312, or related courses approved by the department head.

### — Requirements for a B.S. Degree with a Major in International Business

Candidates for the Bachelor of Science degree in International Business must take 31-32 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of a language minor.

The core consists of the following courses: ACC 230, 231, 332; BUS 120 (or equivalency test), 346, 366, 490, 499; ECO 210, 211; MAT 245 (or equivalent) and CIS 131. The elective 21 hours must be as follows: BUS 410, 469; ECO 434; REL 248; GEO 302 or 368; POL 210 or 204; and one course in contemporary area studies, e.g., HIS 308 or HIS 224 (or others as approved). The language minor must be a spoken language.

### Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance, management, marketing, and human resource management; these minors are available to complement majors in other departments only. Courses within the minors may not be taken for pass-fail grading.

The *Accounting Minor* includes a core of ACC 230, 231, 334, 335, and any three electives chosen from ACC 332, 333, 434, 435, 436, 437, 438; or BUS 454 or 457, 491.

The *Business Administration Minor* includes a core of ACC 230, BUS 346, ECO 210, 211, and any three electives chosen from ACC 231, BUS 366, 410, 448, 454, 490, ECO 310 or 311.

The *Economics Minor* includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 335, 364, 434, 435, 455, 456, BUS 461, 490, 491, 492, or 494.

The *Finance Minor* includes a core of ACC 230, 231, BUS 490, 491, ECO 211, and 311, and one elective chosen from ACC 332, 333, 334, 335, BUS 492, 494, ECO 210, 455, or 456.

The *Management Minor* includes a core of ACC 230, BUS 346, 366, 446, 448, ECO 211, and one elective chosen from ACC 231, BUS 384, 410, 466, 468, 469, ECO 210 or 364.

The *Marketing Minor* includes a core of ACC 230, BUS 346, 366, 465, 468, ECO 211, and one elective chosen from ACC 231, BUS 384, 454, 461, 466, 467, 469, ECO 210 or 311.

*The Human Resource Management Minor* includes a core of ACC 230, BUS 346, 446, 447, 449, ECO 211, and one elective chosen from BUS 448, 450 or 480 (must be a human resource management internship).

— **Requirements for B.A. Degree with a Major in Economics**

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

— **Requirements for Master of Business Administration Degree**

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

A special five-year program is available for those majoring in accounting. A qualified student may begin taking graduate classes during her senior year and would complete both the B.S. and the M.B.A. after five years of study. This program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accountants (AICPA) and required in many states.

— **Licensure**

The department offers courses to prepare a student for the Basic Teaching License in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher license pursue a specified series of additional courses. Students seeking licensure should consult the department head.

— **Curriculum**

**Accounting**

**ACC 230 PRINCIPLES OF ACCOUNTING I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

*3 hours*

**ACC 231**

**PRINCIPLES OF ACCOUNTING II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting; analysis of financial reports and statements. Prerequisite: ACC 230.

*3 hours*

**ACC 332 MANAGERIAL ACCOUNTING**

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC 231.

*3 hours*

**ACC 333 COST ACCOUNTING**

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: ACC 231 and 332 or 334. (ACC 332 is strongly recommended.)

*Spring*

*3 hours*

**ACC 334 INTERMEDIATE ACCOUNTING I**

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate- and long-term obligations; and investments. Prerequisite: ACC 231 with a C or better grade or with instructor's permission.

*Fall*

*3 hours*

**ACC 335 INTERMEDIATE ACCOUNTING II**

A continuation of ACC 334, featuring topics such as income measurement and valuation issues related to stockholders' equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisite: ACC 334 with a C or better grade.

*Spring*

*3 hours*

**ACC 434 FEDERAL TAXATION OF INDIVIDUALS**

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC 231.

*Fall*

*3 hours*

**ACC 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS**

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: ACC 434.

*Spring*

*3 hours*



**ACC 436 SELECTED TOPICS IN ACCOUNTING**

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC 335.

*Fall* 3 hours

**ACC 437 ADVANCED ACCOUNTING**

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities and voluntary health and welfare organizations. Prerequisite: ACC 335.

*Fall* 3 hours

**ACC 438 AUDITING**

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: ACC 335 or permission of instructor.

*Spring* 4 hours

**Economics****ECO 210 MACROECONOMIC PRINCIPLES**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

3 hours

**ECO 211 MICROECONOMIC PRINCIPLES**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

3 hours

**ECO 310 AGGREGATE ECONOMIC ANALYSIS**

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

*Fall* 3 hours

**ECO 311 PRICE THEORY**

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maxi-

mization under different market structures. Prerequisite: ECO 211.

*Spring* 3 hours

**ECO 324 HISTORY OF ECONOMIC THOUGHT**

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

*Fall, odd-numbered years (if sufficient demand)* 3 hours

**ECO 335 GENDER AND THE ECONOMY**

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisite: ECO 211.

*Fall, odd-numbered years* 3 hours

**ECO 364 LABOR ECONOMICS**

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211.

*Fall, even-numbered years* 3 hours

**ECO 374 CONSUMER ECONOMICS**

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS 374.

3 hours

**ECO 434 INTERNATIONAL ECONOMICS**

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

*Fall, odd-numbered years* 3 hours

**ECO 435 COMPARATIVE ECONOMIC SYSTEMS**

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO 210 and 211.

*Spring, even-numbered years (if sufficient demand)* 3 hours

**ECO 455 MONEY AND BANKING**

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

*Spring* 3 hours

**ECO 456 PUBLIC FINANCE**

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

*Spring, even-numbered years* 3 hours

**Finance****BUS 490 CORPORATION FINANCE**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 231, and MAT 245.

3 hours

**BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT**

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS 490.

*Spring* 3 hours

**BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT**

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

*Fall* 3 hours

**Marketing****BUS 366 PRINCIPLES OF MARKETING**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

3 hours

**BUS 461 CONSUMER BEHAVIOR**

A study of the impact of such factors as personality,

motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS 366

*Fall* 3 hours

**BUS 465 MARKETING RESEARCH**

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent.

*Fall* 3 hours

**BUS 466 SALES MANAGEMENT**

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346 and 366.

3 hours

**BUS 467 ADVERTISING AND SALES PROMOTION**

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.

3 hours

**BUS 468 MARKETING MANAGEMENT AND PLANNING**

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

3 hours

**BUS 469 INTERNATIONAL MARKETING**

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS 366.

*Fall, even years* 3 hours

## Management

### BUS 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department. (Not open to junior or senior majors in the Department of Business and Economics.)

*3 hours*

### BUS 120 SPREAD SHEETS

An introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as LOTUS 1-2-3, Excel, or Quatro Pro. Also offered as CIS 120. Pass-fail grading.

*1 hour*

### BUS 346 PRINCIPLES OF MANAGEMENT

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

*3 hours*

### BUS 384 BUSINESS COMMUNICATIONS

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

*3 hours*

### BUS 410 INTERNATIONAL BUSINESS

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210.

*Spring*

*3 hours*

### BUS 446 HUMAN RESOURCE MANAGEMENT

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remunera-

tion; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

*3 hours*

### BUS 447 COMPENSATION AND BENEFITS

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisite: BUS 446.

*Spring*

*3 hours*

### BUS 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: BUS 346.

*3 hours*

### BUS 449 TRAINING AND DEVELOPMENT

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS 446.

*Spring*

*3 hours*

### BUS 450 INDUSTRIAL RELATIONS

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisite: BUS 346.

*Fall*

*3 hours*

### BUS 454 BUSINESS LAW I

An examination of the legal and regulatory environment of business, including ethics and the place of law in society.

*Fall*

*3 hours*

### BUS 457 BUSINESS LAW II

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

*Spring*

*3 hours*

### BUS 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and

concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.

3 hours

#### BUS 494 DECISION ANALYSIS

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

*Spring, even-numbered years (if sufficient demand) 3 hours*

#### BUS 499 BUSINESS POLICY

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major. Prerequisites: ACC 332 or 334, BUS 346, and senior standing.

3 hours

### Other

#### BUS 764 TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

*Fall*

3 hours

*Additional courses in business and economics are available through the Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 63.*

## CHEMISTRY AND PHYSICAL SCIENCE

*Professor Shiflett, Head; Associate Professor Lewis; Assistant Professors Hazard and Powell; Adjuncts Holzknecht, Richter, Upham and Warren.*

THE OVERALL GOAL OF THE DEPARTMENT OF Chemistry and Physical Science is to provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the natural sciences and which enhance opportunities for employment and/or additional education. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the cooperative education program.

— *Requirements for a Major***CORE CURRICULUM**

1. CHE 111, 112, 221, 222, 350, 499  
(with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

**BACHELOR OF ARTS**

1. Core Curriculum
2. 9 additional hours in chemistry courses numbered 200 or above
3. 3 additional hours in mathematics numbered 200 or above

**BACHELOR OF SCIENCE**

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

— *Requirements for Minors*

Chemistry minor: Nineteen hours of chemistry, including CHE 111, 141, 112, 142, 221, 242, and a minimum of 7 hours of chemistry at the 200 level or above (at least 3 hours must be at the 300 level). Both CHE 222 and CHE 436 may not be used to meet the minor requirements.

Chemical Physics: Nineteen hours of chemistry and physics, including CHE 111, 141, 112, 142, PHY 211, 241, 212, 242, and either CHE 420 or CHE 430.

— *Curriculum***Chemistry****CHE 111 GENERAL CHEMISTRY I**

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

*Fall* 3 hours

**CHE 141 GENERAL CHEMISTRY LABORATORY I**

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

*Fall* 1 hour

**CHE 112 GENERAL CHEMISTRY II**

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Strongly recommended: MAT 110.

*Spring* 3 hours

**CHE 114 COLLEGE CHEMISTRY**

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111, 141.

3 hours

**CHE 142 GENERAL CHEMISTRY LABORATORY II**

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

*Spring* 1 hour

**CHE 221 ORGANIC CHEMISTRY I**

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

*Fall* 3 hours

**CHE 241 ORGANIC CHEMISTRY LABORATORY I**

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221.

*Fall* 1 hour

**CHE 222 ORGANIC CHEMISTRY II**

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

*Spring* 3 hours

**CHE 242 ORGANIC CHEMISTRY LABORATORY II**

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

*Spring* 1 hour

**CHE 300 INTRODUCTION TO RESEARCH**

An introduction to the scientific literature, various literature search strategies, experimental design strategies and advanced laboratory techniques. Prerequisite: CHE 221.

1 hour

**CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY**

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week.

*Spring, even-numbered years* 4 hours

**CHE 400 RESEARCH**

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour credit. Prerequisite: CHE 300 or consent of instructor.

1 to 3 hours

**CHE 415 SPECIAL TOPICS IN CHEMISTRY**

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

1 to 3 hours

**CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS**

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

*Fall, even-numbered years* 3 hours

**CHE 430 ATOMIC AND MOLECULAR STRUCTURE**

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

*Spring, odd-numbered years* 3 hours

**CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY**

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 430 or concurrent registration.

*Spring, odd-numbered years* 1 hour

**CHE 436 BIOCHEMISTRY**

See BIO 436.

3 hours

**CHE 446 BIOCHEMISTRY LABORATORY**

See BIO 446.

1 hour

**CHE 474 INORGANIC CHEMISTRY**

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

*Fall, odd-numbered years* 3 hours

**CHE 499 SEMINAR**

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

**Physics****PHY 204 PRINCIPLES OF PHYSICS**

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

*Spring, even-numbered years* 3 hours

**PHY 211 GENERAL PHYSICS I**

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

*Fall* 3 hours

**PHY 241 GENERAL PHYSICS LABORATORY I**

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

*Fall* 1 hour

**PHY 212 GENERAL PHYSICS II**

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

*Spring* 3 hours

**PHY 242 GENERAL PHYSICS LABORATORY II**

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

*Spring* 1 hour

**PHY 430 ATOMIC AND MOLECULAR STRUCTURE**

See CHE 430.

*Spring, odd-numbered years* 3 hours

**Geography**

ONLY GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 208, 236, 302, and 368 may be used for credit toward the general education requirement in the social sciences.

**GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY**

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major land forms. Three class hours and one two-hour laboratory period per week.

4 hours

**GEO 205 WORLD REGIONAL GEOGRAPHY**

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade.

*Spring, odd-numbered years* *3 hours*

**GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY**

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity.

*Fall, odd-numbered years* *1 hour*

**GEO 236 CONSERVATION OF NATURAL RESOURCES**

Introductory survey of our natural resources: soils, minerals, forests, water, wildlife, public lands and recreational areas. Includes discussions of mounting problems of toxic wastes, energy, air and water pollution, conflicts of interests, and population and food problems. Seminar format.

*Fall, odd-numbered years* *3 hours*

**GEO 302 ECONOMIC GEOGRAPHY**

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries.

*Fall, even-numbered years* *3 hours*

**GEO 368 POLITICAL GEOGRAPHY**

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

*Spring, even-numbered years* *3 hours*

**SCI 764 THE TEACHING OF SCIENCE**

For teacher licensure in science (6-9) or chemistry (9-12). An introduction to the theoretical and practical aspects of teaching science. Safety practice information is given. Emphasis is placed on the importance of demonstration and lab work, on understanding and effectively using objectives, and on individualizing science instruction. May not be counted toward a major.

*3 hours*

*Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 65.*

For COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS see MATHEMATICS AND COMPUTER SCIENCE

For DANCE see HEALTH, PHYSICAL EDUCATION, AND DANCE

## EDUCATION

*Professor Kratzer, **Head**; Professor Johnson; Associate Professors Gleason, Heathcoat, Martine, Parker, and Weir; Assistant Professors Delaney, Graden, and Willoughby; Adjuncts Clemons, Dorsey, Jordan, Kocur, Midgett, Swart, and Torgerson; Administrative Faculty Lee.*

### —Goals and Objectives

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement, teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

### —Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education degree leads to a N.C. graduate license in elementary education, English as a Second Language, or reading.

### —Education Programs

#### Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

#### Undergraduate Licensure Programs

A student may choose a teacher education program in addition to her major program of study. Programs are

available for the initial N.C. teacher licensure in elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, Spanish, physical education, and occupational education: business education (grades 9-12) and family and consumer sciences education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.

#### A. Students who plan to teach

1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
  - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith.
  - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.
2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a



packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

*Note: An applicant's overall grade point average must be 2.50 or above for admission to the program.*

4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Dean of the College by letter.
- B. Students who plan to become school social workers
  1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
  2. The registrar will send a copy of the Declaration of Major form to the Department of Education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
  3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Dean of the College by letter.
- II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)
  - A. All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the head of the Department of Education.
  - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a pro-

gram of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the head of the Department of Education.

### III. A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

#### —Requirements for All Licenses and Endorsements

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary licensure areas. Information on endorsements is available in the Department of Education, from advisers, and in the document Program Goals and Objectives published and distributed annually by the Department of Education.

#### *PRAXIS (formerly NTE exams) Requirements for All Programs*

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Pre-professional Skills Tests (Reading, Writing, Mathematics). The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student teaching, students are required to take the Principles of Learning and Teaching and Specialty Area Test(s) determined by the type of license sought. The minimum score requirements are established by the State Board of Education and are subject to change.

All required examinations may be taken more than once. Minimum score requirements information is available from the Department of Education.

#### —Student Teaching Requirements

The following requirements must be met before a student is permitted to student teach:

An overall grade point average of 2.5 or above by the end of the term prior to student teaching;

- A. A grade point average of at least 2.5 in the content area by the end of the semester prior to

student teaching. "Content area" is defined as the content area courses listed in the Meredith Catalogue. For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licensure programs except K-6;

- B. Observation and participation in the public schools;
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness;
- D. Satisfactory completion of all required methods courses;
- E. The required physical exam for public school teachers; and
- F. Filing of an application for student teaching placement with the Department of Education.

### —Recommendations

1. It is strongly recommended that EDU 232 and 234 be taken as first courses.

2. Beginning in the spring of 1999, all students seeking licensure must meet the state of North Carolina's requirements in technology. Students will need to demonstrate technology competencies at two levels: the "basic" level and the "advanced" level. There are two parts to meeting technology competencies at the "basic" level: a written multiple choice test and a computer-based performance test. The "advanced" technology competencies are to be demonstrated via projects presented in a portfolio format. Students who may not be proficient in word processing, presentation graphics, spreadsheets, or databases are advised to take the appropriate computer classes.

3. BLOCK semester can be either semester of the senior year provided all other professional education courses have been satisfactorily completed.

#### FOR K-6 LICENSURE ONLY:

4. It is strongly recommended that EDU 255 be taken early in a student's program.

5. It is strongly recommended that EDU 340 and EDU 342 AND EDU 344 be taken during the semester immediately preceding student teaching.

### —Elementary Teacher Education (Grades K-6) Program

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

- I. General Education Requirements
  - A. The general education requirements of the College
  - B. Within the general education requirements of the College, the following specific requirements:
    - Language arts.....(9)**
      - English composition and grammar: ENG 111, Principles of Writing (3)
      - English Literature —ENG 201, Major British Writers (3)
      - American Literature —ENG 206, Survey of American Literature (3)
    - Social studies.....(9)**
      - HIS 101, The Emergence of Western Civilization, or
      - HIS 102, Modern Western Civilization (3)
      - HIS 214, American History to 1876, or
      - HIS 314, Colonial American History (3)
      - SOC 335, American Ethnic Relations (3)
      - (Prerequisite: SOC 230 or 260 or EDU 232)
    - Psychology.....(6)**
      - PSY 210 Developmental Psychology (3) or
      - PSY 310 Child and Adolescent Psychology (Prerequisite: EDU 234 or PSY 100),
      - PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)
    - Natural science .....(8)**
      - BIO 101, General Biology I (3)
      - BIO 141, General Biology I Laboratory (1)
      - GEO 204, Elements of Physical Geography (4)
    - Mathematics ..... (6)**
      - MAT 130, Exploring with Mathematics, or
      - MAT 245, Statistics I (3)
      - MAT 120, Finite Mathematics, or
      - MAT 144, Functions and Graphs, or
      - Any calculus course (3 or 4)
    - Cultural arts .....3**
      - IDS 100, Appreciation of Fine Arts (3), or
      - ART 221 or 222 and MUS 214
- II. Major Study Program Requirements in an Area Other than Education
- III. Professional Education Requirements for Elementary Education (K-6) Students (38 sem. hrs.)
  - A. Professional Education, General.....9**
    - EDU 232, Foundations of American Education (3)
    - EDU 234, Educational Psychology (3)
  - B. Professional Education, Methods.....22**
    - Prior to the BLOCK semester (last semester of the teacher program):
    - ART 744, Art in the Elementary School (2) education (Prerequisite: IDS 100 or ART 221 or 222)

HED 744, Health Education in the Elementary School (2)  
 MUS 744, Music in the Elementary School (2)  
 (Prerequisite: IDS 100 or MUS 214)  
 ESS 744, Physical Education in the Elementary School (2)  
 EDU 255, Literature in the Elementary School (2)  
 EDU 336, Mathematics in the Elementary School (3)  
 EDU 340, Teaching in the Elementary School (3)  
 EDU 342, Preservice Practicum (1)  
 EDU 344, Communication Skills in the Elementary School (3)

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education (1)  
 EDU 441, Introduction to Audio/Visual Materials (1) [can be taken prior to BLOCK upon approval of adviser]  
 EDU 457, Science in the Elementary School (2)  
 EDU 458, Social Studies in the Elementary School (2)

**C. Professional Education, Practicum.....6**

In the BLOCK semester (last semester of the teacher education program):

EDU 439, Observation and Directed Teaching (6)

IV. An endorsement in French or Spanish may be added to the K-6 license. Contact the Department of Education or the Department of Foreign Language for details.

**—Middle Grades Teacher Education (Grades 6-9) Program**

Students who expect to obtain an initial N.C. license to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

**I. General Education Requirements**

A. The general education requirements of the College

B. Within the general education requirements of the College, the following specific requirements:

**Language arts .....9**

English Composition and Grammar:

ENG 111, Principles of Writing (3)

English Literature/ENG 201, Major British Writers (3)

American Literature/ENG 206, Survey of American Literature (3)

**Social studies .....9**

HIS 101, The Emergence of Western Civilization, or

HIS 102, Modern Western Civilization (3)

HIS 215, American History Since 1876 (3)

SOC 335, American Ethnic Relations (3)

(Prerequisite: SOC 230 or SOC 260 or EDU 232 are strongly recommended)

**Psychology.....3**

PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

**Natural science .....8**

BIO 101, General Biology I (3)

BIO 141, General Biology I Laboratory (1)

GEO 204, Elements of Physical Geography (4)

**Mathematics .....3**

MAT 120, Finite Mathematics (3), or

MAT 144, Functions and Graphs (3), or

MAT 211, Calculus I (4)

**Cultural arts .....3**

IDS 100, Appreciation of Fine Arts (3), or

ART 221, or 222 and MUS 214

**Health and Physical Education .....2**

HED 100, Contemporary Health Issues (2)

II. Major Study Program Requirements in an Area Other than Education

III. A concentration in communication skills, mathematics, science, or social studies. Middle grades education (6-9) teachers are strongly encouraged to have a second concentration. (see Section V)

IV. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)

**A. Professional Education, General.....9**

Prior to the BLOCK semester (last semester of the teacher education program):

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 350, Teaching in the Middle School (3)

**B. Professional Education, Methods .....9-11**

Prior to, or in, the BLOCK semester (last semester of the teacher education program):

Methods 764 as appropriate to the required concentration (3)

EDU 441, Introduction to Audio/Visual Materials (1)

In the BLOCK semester (last semester of the teacher education program):

EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)

EDU 466, Preadolescent and Adolescent Behavior (3)

EDU 471, Reading in the Content Areas (1-3)

- C. Professional Education, Practicum.....6**  
In the BLOCK semester (last semester of the teacher education program):  
EDU 439, Observation and Directed Teaching (6)
- V. Program Requirements for Middle Grades Teacher Education (6-9)**
- A. Communication Skills .....(6-9)**
1. The general education program requirements of the College
  2. The specific requirements within the general education program
  3. Major study program in an area other than education
  4. Concentration in Communication Skills (25)  
ENG 111, Principles of Writing (3)  
ENG 201, Major British Authors (3)  
ENG 206, Survey of American Literature (3)  
ENG 175, Grammar (1)  
ENG Literature elective (3)  
ENG 358, Advanced Composition: Expository and Technical (3)  
ENG 240 Introduction to Film (3)  
EDU 471, Reading in the Content Areas (3)  
SPE 225, Fundamentals of Speech (3)
  5. Subject area methods  
ENG 764, The Teaching of English
- B. Mathematics .....(6-9)**
1. The general education program requirements of the College
  2. The specific requirements within the general education program
  3. Major study program in an area other than education
  4. **A concentration in mathematics.....19-20**  
MAT 144, Functions and Graphs (3)  
MAT 211, Calculus I (4)  
MAT 220, Linear Algebra (3), or MAT 212, Calculus II (4)  
MAT 250, Mathematical Reasoning (2)  
MAT 245, Statistics I (3)  
MAT 334, Modern College Geometry (3)  
MAT 910, Topics in Mathematics for Middle Grades (6-9) Licensure (1)
  5. **Computer Science.....(3)**  
CIS modules (3), or CSC 201, Computer Science with C++ (3)
  6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics
- D. Science..... (6-9)**
1. The general education requirements of the College
  2. The specific requirements within the general education program
  3. A major study program in an area other than education
  4. **A concentration in science.....19**  
BIO 101, General Biology I (3)  
BIO 141, General Biology I Lab (1)  
BIO 102, General Biology II (3)  
BIO 142, General Biology II Lab (1)  
CHE 111, General Chemistry I(3)  
CHE 141, General Chemistry I Lab (1)  
PHY 204, Principles of Physics (3)  
GEO 204, Elements of Physical Geography (4)
  5. Subject matter methods,  
SCI 764, The Teaching of Science
- E. Social Studies .....(6-9)**
1. The general education requirements of the College
  2. The specific requirements within the general education program
  3. A major study program in an area other than education
  4. **A concentration in social studies .....21**  
HIS 101, Emergence of Western Civilization, or HIS 102, Modern Western Civilization (3)  
HIS 215, American History Since 1876 (3)  
HIS 224, Introduction to Non-Western Civilization (3)  
HIS 520, North Carolina History (3)  
ECO 210, Principles of Macro Economics (3), or ECO 374, Consumer Economics (3)  
GEO 205, World Regional Geography (3)  
POL 100, American Political Systems, or POL 210, International Politics (3)
  5. Subject matter methods  
HIS 764, The Teaching of Social Studies
  6. In addition to the above, the following courses are strongly recommended:  
HIS 308, Twentieth Century Europe  
GEO 368, Political Geography

### —Secondary Teacher Education (Grades 9-12) Programs

Students who expect to obtain an initial N.C. license to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation including
  - A. General education requirements to include

- PSY 312, Psychology of Exceptional Individuals (3)  
 (Prerequisite: EDU 234 or PSY 100)  
 SOC 335, American Ethnic Relations (3)  
 (Students should take EDU 232 first)
- B. The major study requirements
- II. Additional specialty study requirements for area of licensure
- III. Professional Education, General:
- A. EDU 232, Foundations of American Education (3)  
 B. EDU 234, Educational Psychology (3)  
 C. METHODS 764 (3)  
 D. The BLOCK Courses  
 EDU 438, Field Experiences: Middle Grades and Secondary (1)  
 EDU 439, Observation and Directed Teaching (9-12) (6)  
 EDU 441, Introduction to Audio/Visual Materials (1) [can be taken prior to BLOCK upon approval of faculty adviser]  
 EDU 466, Preadolescent and Adolescent Behavior (3)  
 EDU 467, The Secondary School (3)  
 EDU 471, Reading in the Content Areas (1-3)
- IV. Program Requirements for Secondary Teacher Education (9-12)
- A. Biology Licensure

**Bachelor of Arts, Biology.....30**

- BIO 101, General Biology I (3)  
 BIO 141, General Biology I Lab (1)  
 BIO 102, General Biology II (3)  
 BIO 142, General Biology II Lab (1)  
 BIO 334, Microbiology (3)  
 BIO 344, Microbiology Lab (1)  
 One course from each of the following:  
 BIO 331, Genetics (3), and  
 BIO 341, Genetics Lab (1), or  
 BIO 231, Human Genetics (3)  
 BIO 222, Invertebrate Zoology (2), and  
 BIO 242, Invertebrate Zoology Lab (2), or  
 BIO 214, Parasitology (3), and  
 BIO 245, Parasitology Lab (1)  
 BIO 211, Plant Biology (3), and  
 BIO 241, Plant Biology Lab (1), or  
 BIO 311, Histology (3), and  
 BIO 346, Histology Lab (1), or  
 BIO 234, Principles of Ecology (3), and  
 BIO 244, Principles of Ecology Lab (1)  
 BIO 321, Comparative Anatomy (2), and  
 BIO 345, Comparative Anatomy Lab (2), or  
 BIO 322, Human Anatomy and

- Physiology (3), and  
 BIO 342, Human Anatomy, and  
 Physiology Lab (1)  
 Plus elective biology hours to total 30

**Chemistry.....12**

- CHE 111, General Chemistry I (3)  
 CHE 141, General Chemistry I Lab (1)  
 CHE 112, General Chemistry II (3)  
 CHE 142, General Chemistry II Lab (1)  
 CHE 221, Organic Chemistry I (3)  
 CHE 241, Organic Chemistry I Lab (1)

**Mathematics.....4**

- MAT 211, Calculus I (4)

**Bachelor of Science, Biology.....36**

- BIO 101, General Biology I (3)  
 BIO 141, General Biology I Lab (1)  
 BIO 102, General Biology II (3)  
 BIO 142, General Biology II Lab (1)  
 BIO 331, Genetics (3)  
 BIO 341, Genetics Lab (1)  
 BIO 334, Microbiology (3)  
 BIO 344, Microbiology Lab (1)

One course from each of the following:

- BIO 499, Seminar (2), or  
 Special Studies (2)  
 BIO 321, Comparative Anatomy (2), and  
 BIO 345, Comparative Anatomy Lab (2), or  
 BIO 436, Biochemistry (3), and  
 BIO 446, Biochemistry Lab (1)  
 BIO 222, Invertebrate Zoology (2), and  
 BIO 242, Invertebrate Zoology (1), or  
 BIO 214, Parasitology (3), and  
 BIO 245, Parasitology Lab (1)  
 BIO 323, Vertebrate Physiology (3), and  
 BIO 343, Vertebrate Physiology Lab (1), or  
 BIO 322, Human Anatomy and  
 Physiology (3), and  
 BIO 342, Human Anatomy and  
 Physiology Lab (1)  
 BIO 211, Plant Biology (3), and  
 BIO 241, Plant Biology Lab (1), or  
 BIO 311, Histology (3), and  
 BIO 346, Histology Lab (1), or  
 BIO 234, Principles of Ecology (3), and  
 BIO 244, Principles of Ecology Lab (1)  
 Plus elective biology hours to total 36  
 Students who choose BIO 321 and 345 may  
 not choose BIO 322 and 342.

**Chemistry.....16**

- CHE 111, General Chemistry I (3)
- CHE 141, General Chemistry I Lab (1)
- CHE 112, General Chemistry II (3)
- CHE 142, General Chemistry II Lab
- CHE 221, Organic Chemistry I (3)
- CHE 241, Organic Chemistry I Lab
- CHE 222, Organic Chemistry II (3)
- CHE 242, Organic Chemistry II Lab (1)

**Physics.....8**

- PHY 211, General Physics I (3)
- PHY 241, General Physics I Lab (1)
- PHY 212, General Physics II (3)
- PHY 242, General Physics II Lab (1)

**Mathematics.....7-8**

- MAT 211, Calculus I (4)
- MAT 212, Calculus II (4), or
- MAT 245, Statistics (3)

**B. Chemistry Licensure****Bachelor or Science, Chemistry.....36**

- CHE 111, General Chemistry I (3)
- CHE 141, General Chemistry I Lab (1)
- CHE 112, General Chemistry II (3)
- CHE 142, General Chemistry II Lab (1)
- CHE 221, Organic Chemistry I (3)
- CHE 241, Organic Chemistry I Lab (1)
- CHE 222, Organic Chemistry II (3)
- CHE 242, Organic Chemistry II Lab (1)
- CHE 350, Quantitative Analytical Chemistry (4)
- CHE 400, Research (1)
- CHE 420, Chemical Thermodynamics and Kinetics (3)
- CHE 430, Atomic and Molecular Structure (3)
- CHE 499, Chemistry Seminar (1)
- CHE Electives (8)

**Mathematics.....14**

- MAT 211, Calculus I (4)
- MAT 212, Calculus II (4)
- MAT 220, Linear Algebra (3)
- MAT 354, Differential Equations (3)

**Physics.....8**

- PHY 211, General Physics I (3)
- PHY 241, General Physics I Lab (1)
- PHY 212, General Physics II (3)
- PHY 242, General Physics II Lab (1)

**Biology.....3**

- BIO 101, General Biology I (3)

**Bachelor of Arts, Chemistry.....30**

- CHE 111, General Chemistry I (3)
- CHE 141, General Chemistry I Lab

- CHE 112, General Chemistry II (3)
- CHE 142, General Chemistry II Lab (1)
- CHE 221, Organic Chemistry I (3)
- CHE 241, Organic Chemistry I Lab
- CHE 222, Organic Chemistry II (3)
- CHE 242, Organic Chemistry II Lab (1)
- CHE 350, Quantitative Analytical Chemistry (4)
- CHE 499, Seminar (1)
- Chemistry Electives (8)

**Mathematics.....8**

- MAT 211, Calculus I (4)
- MAT 212, Calculus II (4)

**Physics.....8**

- PHY 211, General Physics I (3)
- PHY 241, General Physics I Lab (1)
- PHY 212, General Physics II (3)
- PHY 242, General Physics II Lab (1)

**C. English Licensure.....39**

- ENG 111, Principles of Writing (3)
- ENG 175, Grammar (1)
- ENG 201, Major British Authors (3)
- ENG 202, Development of English Literature (3)
- ENG 206, Survey of American Literature (3)
- ENG 240, Introduction to Film (3)
- ENG 275, Techniques of Literary Research (1)
- ENG 330, African-American Writers (3)
- ENG 351, Old English (3)
- ENG 358, Advanced Composition (3)
- ENG 375, Research Project (1)
- One course in world literature which is not American or British

In addition, prospective teachers must take:

- One seminar (ENG 357, 359, or 498)
- One course in Shakespeare (ENG 355 or 356)
- One course in 18th or 19th century (ENG 340, 365, 367, or 368)
- One course in 20th century (ENG 345, 364, or 370)

Prospective teachers are strongly urged to take one course in speech or theatre.

**D. Mathematics Licensure****Mathematics.....34**

- MAT 110, Functions and Graphs (3)
- MAT 211, Calculus I (4)
- MAT 212, Calculus II (4)
- MAT 220, Linear Algebra (3)
- MAT 245, Statistics I (3)
- MAT 250, An Introduction to Mathematical Reasoning (2)
- MAT 313, Calculus III (3)
- MAT 321, Modern Abstract Algebra (3)

MAT 334, Modern College Geometry (3)  
 MAT 340, Mathematical Probability and  
 Statistics (3)

From the following courses, prospective teachers must  
 take 3 hours:

CIS modules (3)  
 CSC 201, Computer Science I with C++ (3)

E. Social Studies Licensure

**History Knowledge .....21**

HIS 101, The Emergence of Western  
 Civilization, or  
 HIS 102, Modern Western Civilization (3)  
 HIS 200, Introduction to Latin American  
 History, or  
 HIS 224, Introduction to Non-Western  
 Civilization (3)  
 HIS 214, American History to 1876, or  
 HIS 215, American History Since 1876 (3)

History electives:

HIS 302, English History Since 1485 (3)  
 HIS 304, Greek and Roman History (3)  
 HIS 307, Age of Renaissance and Reformation (3)  
 HIS 308, Twentieth Century Europe (3)  
 HIS 310, Modern China (3)  
 HIS 313, Victorian America (3)  
 HIS 314, Colonial American History (3)  
 HIS 319, Contemporary American History  
 Since 1945 (3)  
 HIS 325, Asian Civilization (3)  
 HIS 330, U.S. and World History (3)  
 HIS 333, History of the South (3)  
 HIS 520, History of North Carolina (3)

**Social Science Knowledge .....21**

*From three different disciplines, students are required to  
 select three courses from the recommended courses below:*

Recommended Courses:

ECO 210, Macroeconomic Principles (3), or  
 ECO 374, Consumer Economics (3)  
 GEO 368, Political Geography (3)  
 POL 100, American Political System (3)  
 SOC 230, Principles of Sociology (3), or  
 SOC 335, American Ethnic Relations (3)

Social Science electives:

ECO 211, Microeconomic Principles (3)  
 GEO 205, World Regional Geography (3)  
 GEO 302, Economic Geography (3)  
 POL 303, Contemporary American Politics, or  
 POL 210, International Politics (3)  
 SOC 260, Cultural Anthropology (3)  
 SOC 231, Social Problems (3)

Or electives from anthropology, economics,  
 human geography, politics, or sociology.

**—Occupational Teacher Education Programs**

Students who expect to obtain an initial N.C. license to  
 teach business or home economics must meet both the  
 course and minimum semester hour requirements listed  
 below.

- I. All College requirements for graduation, including:
  - A. General education requirements to include  
 PSY 312, Psychology of Exceptional Individuals (3)  
 (Prerequisite: EDU 234 or PSY 100)  
 SOC 335, American Ethnic Relations (3)
  - B. The major study requirements
- II. Minimum semester hours in the occupational educa-  
 tion certification subject areas:
  - A. Business and Office courses,  
 semester hours .....39
  - B. Family and Consumer Sciences courses,  
 semester hours .....48
- III. Minimum semester hours in professional education  
 and related courses:
  - A. EDU 232, Foundations of American Education (3)
  - B. EDU 234, Educational Psychology (3)
  - C. METHODS 764 (3)
  - D. The BLOCK Courses  
 EDU 438, Field Experiences:  
     Middle Grades and Secondary (1)  
 EDU 439, Observation and Directed Teaching  
     (9-12) (6)  
 EDU 441, Introduction to Audio/Visual Materials  
     (1) [can be taken prior to BLOCK upon approval  
     of faculty adviser]  
 EDU 466, Preadolescent and Adolescent  
     Behavior (3)  
 EDU 467, The Secondary School (3)  
 EDU 471, Reading in the Content Areas (1-3)
- IV. Courses in Business Education
  - A. Business and Office Education
    1. Basic Business Licensure .....57  
*These courses include a prescribed core of 24  
 hours, a concentration in management of 24  
 hours, and additional courses to meet the compe-  
 tencies for licensure.*

Core

ECO 210, Principles of Macroeconomics (3)  
 ECO 211, Principles of Microeconomics (3)  
 BUS 230, Accounting Principles I (3)  
 BUS 231, Accounting Principles II (3)  
 BUS 346, Management Principles (3)

BUS 366, Marketing Principles (3)	
BUS 490, Corporate Finance (3)	
MAT 245, Statistics I (or equivalent) (3)	
Concentration	
BUS 332, Managerial Accounting (3)	
BUS 499, Business Policy (3)	
BUS 384, Business Communication (3)	
BUS 454, Business Law (3)	
BUS 480, Business Internship (3)	
Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311, 364, 455 (9)	
Requirements not counted in major	
Keyboard proficiency	
ECO 374, Consumer Economics (3)	
CIS modules (3), or CSC 201 Computer Science I with C++ (3)	
<b>B. Family and Consumer Sciences Education</b>	
1. General education program requirements to include:	
PSY 312, Psychology of Exceptional Individuals (3)	
(Prerequisite: EDU 234 or PSY 100)	
3 hours of computer modules (CIS series)	
SOC 335, American Ethnic Relations (3)	
2. A major study program in Family and Consumer Sciences and	
<b>Child Development.....9</b>	
CD 234, Preschool Child (3)	
CD 335, Marriage and Family Relationships (3)	
CD 436, Preschool Administration (3)	
<b>Clothing and Fashion Merchandising .....6</b>	
CFM 115, Beginning Clothing Construction (3)	
CFM 418, Textiles (3)	
<b>Foods and Nutrition .....12</b>	
FN 124, Principles of Food (3)	
FN 326, Meal Management (2)	
FN 227, Nutrition (3)	
FN 327, Institutional Foods (3)	
FN 328, Food Service Equipment (1)	
<b>Interior Design and Housing .....6</b>	
ID 245, Housing (3)	
ART 144, Interior Design I (3)	
<b>Consumer Resource Management .....6</b>	
FCS 355, Family Resource Management (3)	
FCS/ECO 374, Consumer Economics (3)	
FCS 765, Methods of Teaching Family and Consumer Sciences	
HED 100 Contemporary Health Issues	
FCS 499, Professional Symposium (1)	

### Additional Hours (6)

Students must select 3 hours of additional electives from

CD 438, Parent Education

CFM 316, Tailoring

CFM 417, Apparel Design

ID 246, Interior Design Materials

### 3. Additional Professional Education

EDU 350, Teaching in The Middle School.

### —School Social Worker Program

Students may wish to earn the N.C. school social worker license. Program requirements for school social work personnel follow:

1. General education program requirements to include:  
PSY 312, Psychology of Exceptional Individuals (3)  
(Prerequisites: EDU 234 or PSY 100)  
SOC 335, American Ethnic Relations (3)
2. Specific requirements for Social Work major

### **Specified Liberal Arts Courses .....12**

(May also count toward general education requirements)

BIO 101, General Biology I (3)

SOC 230, Principles of Sociology (3)

PSY 100, General Psychology (3)

POL 100, American Political System (3)

### **Social Work Courses.....37**

SWK 241, Social Work as a Profession (3)

SWK 302, Social Policy Analysis (3)

SWK 304, Generalist Practice with

Individuals (3)

SWK 305, Generalist Practice with Families (3)

SWK 307, Human Behavior for Social Work

Practice: Infancy Through Childhood (3)

SWK 308, Human Behavior for Social Work

Practice: Adolescence Through Aging (3)

SWK 309, Research Principles and Statistics for Social Work Practice (3)

SWK 310, Evaluation of Practice (1)

SWK 401, Social Work Practice with

Organizations and Communities (3)

SWK 402, Social Work Field Experience

(In Public School Setting) (10)

SWK 403, Field Instruction Seminar (2)

### **3. Professional Education.....9**

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

SWK 405, School Social Work (3)



—*Special Subject Area Teacher Education (Grades K-12) Programs*

I. Art (K-12)

A. General education program requirements

**Humanities and Fine Arts .....22-27**

English Composition (3-6)

Foreign Language (6)

Literature (6)

A three-hour course in major British authors, and

A three-hour course in English, American, or world literature, or

Any literature course in a foreign language

Religion (6)

A three-hour introduction to biblical literature and history and one advanced three-hour course in religion

Fine Arts (1-3)

Chosen from one or more of the following categories: dance (theory or history), music, philosophy, speech, theatre

**Social and Behavioral Sciences .....12**

HIS 101, The Emergence of Western Civilization (3), or

HIS 102, Modern Western Civilization

PSY 210, Developmental Psychology, or

PSY 310, Child and Adolescent Development (3)

PSY 312, The Psychology of Exceptional Individuals (3)

SOC 335, American Ethnic Relations (3)

**Mathematics and Natural Sciences .....13**

One laboratory course chosen from biology, chemistry, or physics (4)

One course in mathematics (3)

Electives (6)

Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics

**Health and Physical Education .....4-5**

Must include four activity courses, or

Three activity courses and a two-hour course in health or first aid

**B. The Art Core Curriculum .....20**

ART 100, Theory and Practice of Visual Arts (2)

ART 101, Drawing I (3)

ART 105, 2-D Design (3)

ART 106, Color Theory (3)

ART 221, Art History Survey I (3)

ART 222, Art History Survey II (3)

ART 493, Senior Seminar (2)

ART 494, Senior Project (1)

**C. Other Required Art Courses .....27**

ART 102, Drawing II (3)

ART 107, Three-Dimensional (3)

ART 210, Beginning Painting (3)

ART 260, Ceramics (3)

ART 265, Sculpture (3)

ART 270, Fiber Crafts or Metal Crafts (3)

ART 324, Topics in Modern Art History (3)

ART 350 or ART 351, Printmaking (3)

Art History elective (3)

**D. Professional Education Courses .....23**

ART 734, Theory and Methods of Teaching Art

Pre-K-5 (3)

ART 735, Theory and Methods of Teaching

Art 6-8 (3)

ART 736, Theory and Methods of Teaching

Art 9-12 (3)

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 439, Observation and Directed Teaching (6)

EDU 471, Reading in the Content Areas (1)

**II. Dance (K-12)**

A. All College requirements for graduation.

1. General Education requirements to include:

PSY 210 or 310, Developmental

Psychology (3)

PSY 312, Psychology of Exceptional

Individuals (3)

SOC 335, American Ethnic Relations (3)

2. Major study requirements

B. Dance License Requirements (K-12)

**Core Courses .....33**

DAN 150, Perspectives in Dance (1)

DAN 159, Movement Improvisation (2)

DAN 250, Movement Fundamentals (2)

DAN 255, Movement Fundamentals Lab (1)

DAN 200, Dance Appreciation (3)

DAN 256, Composition I, (3)

DAN 359, Dance History (3)

**Dance Technique: ..Total of 10 hours to include**

DAN 152, Folk and Square (1)

DAN 253/353, Modern II, III and/or IV (4)

DAN 251/351, Ballet II, III and/or IV (2)

DAN 254/354, Jazz II, III and/or IV (1)

Dance Electives Level II, III or IV (2)

BIO 322/342, Human Anatomy and

Physiology (4)

HED 282, Prevention and Care of Movement

- Injuries (1)  
 ESS 482, Kinesiology (3)  
 Licensure Concentration Required Courses  
 DAN 355, Creative Arts Touring Company (1)  
 DAN 357, Creative Arts Touring Company/Assistantship (1)  
 DAN 356, Composition II (3)  
 THE 246, Lighting and Sound (3)  
 DAN 257, Music for Dance (2)  
 DAN 352, Dance Repertory (2)  
 CIS Modules (3)  
**Professional Education.....24**  
 EDU 232, Foundations of American Education (3)  
 EDU 234, Education Psychology (3)  
 DAN 761, Theory/Methods of Teaching Dance, K-6 (3)  
 DAN 762, Theory/Methods of Teaching Dance, 7-12 (3)  
 DAN 763, Reflective Teaching (3)  
 EDU 438, Field Experience (1)  
 EDU 441, Introduction to Audio/Visual Materials (1)  
 EDU 471, Reading in the Content Area (1)  
 EDU 439, Observation and Directed Teaching (6)  
 III. Music (K-12)  
 A. All college requirements for graduation.  
 B. Program Requirements for Music Education (K-12)  
*Also fulfills General Education requirements*  
**Liberal Arts and Sciences.....42**  
 English Composition (3)  
 Major British Writers (3)  
 Foreign Language (6)  
 (Students will be placed at the appropriate level by the Department of Foreign Languages)  
 Religion (6)  
 A three-hour introduction to biblical literature and history and one advanced three-hour course in religion  
 History of Western Civilization, 101 or 102 (3)  
 American Ethnic Relations, Sociology 335 (3)  
 Psychology of the Exceptional Individual (3)  
 Mathematics (3)  
 Lab Science (select from Biology, Chemistry, Physics) (4)  
 Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)  
 Electives in Liberal Arts and Sciences (4)  
**Music and Professional Education .....83**  
 Theory 100, 101, 202, 203 (12)  
 Ear Training 150, 151, 252, 253 (4)  
 Keyboard 140, 141, 242, 243 (4)  
 Music Literature 215 (2)  
 Music History 310, 311, 312, 313 (8)  
 Winds and Percussions 070 (4)  
 String Instruments 060 (2)  
 Guitar Lab 068 (1)  
 Instrumentation 304 (1)  
 Choral Arranging 308 (2)  
 Conducting 300, 301 (4)  
 Principal Applied Study (14)  
 Second Applied Study(ies) (3)  
 Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective  
 Graduation Recital 491 (1)  
 Keyboard Proficiency  
 Materials and Methods, Elementary 720 (2)  
 Materials and Methods, Middle 721 (2)  
 Materials and Methods, Secondary 722 (2)  
 Educational Psychology (3)  
 Foundations of American Education (3)  
 Student Teaching 439 (Block) (6)  
 Electives in Music, Professional Education, or Psychology (0-2)  
 Reading, Education 344 or 471 (1-3)  
 EDU 441, Introduction to Audio/Visual Materials (1)  
 C. Instrumental Emphasis can be obtained by making the following amendments to the above program:  
 MUS 060, String Instruments (3 hours)  
 MUS 306, Orchestration (2) substituted for MUS 308, Arranging  
 MUS 302, Conducting (2) substituted for MUS 301, Conducting  
 MUS 723, Materials and Methods - Instrumental (2) substituted for MUS 722  
 IV. Physical Education (K-12)  
 A. All college requirements for graduation  
 1. General Education requirements include:  
 PSY 210, Developmental Psychology (3) or PSY 310, Psychology of Children and Adolescents  
 SOC 335, American Ethnic Relations (3)  
 2. Physical Education Licensure Requirements  
 Core Curriculum  
 HED 100, Contemporary Health Issues (2)  
 HED 200, First Aid (2)  
 HED 282, Prevention and Care of Injuries (1)

BIO 322, Human Anatomy and Physiology (3)  
 BIO 342, Human Anatomy and Physiology Lab (1)  
 DAN 250, Movement Fundamentals (2)  
 ESS 200, Foundations of Physical Education, Sport and Fitness (3)  
 ESS 300, Issues and Management of Sport and Physical Education (3)  
 ESS 355, Movement Concepts and Skill Development (4)  
 ESS 420, Assessment in Physical Education, Sport and Fitness (3)  
 ESS 482, Kinesiology (3)  
 ESS 485, Exercise Physiology (3)  
 ESS 486, Exercise Prescription Laboratory (1)  
 Four additional PED/DAN Activity Electives approved by department.  
 CIS modules, 3 approved by department

Licensure Concentration  
 Skill Acquisition — four additional Physical Education/Dance Activity electives approved by the department and to include:  
 PED 152, Folk and Square Dance (1)  
 PED 120, 121, 122, or 125 (aerobic activities) (1)  
 PED 124 or 127 (strength training) (1)  
 PED 141, 142, 143, 241, 241, 243, 246, or 346 (individual sports activities) (1)  
 ESS 210, Selected Sports Activities (1)

Teaching Physical Education  
 ESS 744, Physical Education in the Elementary School (2)  
 ESS 275, Elementary Games and Activities (1)  
 ESS 745, Teaching Physical Education in the Middle and Secondary School (3)  
 ESS 746, Teaching Physical Education for Individuals with Special Needs (3)

Professional Education  
 EDU 232, Foundations of American Education (3)  
 EDU 234, Educational Psychology (3)  
 EDU 438, Field Experiences (1)  
 EDU 441, Introduction to Audio/visual (1)  
 EDU 471, Reading in the Content Areas (1)  
 EDU 439, Observation and Directed Teaching (6)

V. Theatre (K-12)  
 A. All college requirements for graduation  
 1. General Education requirements include:  
 PSY 210 or 310, Developmental Psychology (3)  
 PSY 312, Psychology of Exceptional Individuals (3)  
 SOC 335, American Ethnic Relations (3)  
 B. Theatre Licensure Requirements (K-12)  
 THE 114, Introduction to Theatre (3)  
 THE 224, Basic Acting (3)  
 THE 214, Creative Dramatics (3)  
 THE 247, Costume and Makeup  
 SPE 150, Voice and Articulation (3)  
 ENG 350, Topics in Drama or ENG 355 or 356, Shakespeare (3) *Must be approved by adviser*  
 THE 425, Directing (3)  
 THE 495, Seminar in Musical Theatre (3)  
 THE 245, Stagecraft (3)  
 THE 316 and 317, History (6)  
 THE 490, Project: area of specialization (3)  
 At least three of the following:  
 THE 233 Lights; 237 Stage Management; 239 Sets & Props; 241 Publicity/Box Office (1 credit hour each)  
 DAN 159, Movement Improvisation  
 IDS 100, Appreciation of Fine Arts; or MUS 214, Music Appreciation; and any Art History (3)  
 C. Professional Studies  
 EDU 232, Foundations of American Education (3)  
 EDU 234, Educational Psychology (3)  
 EDU 467, The Secondary School (3)  
 EDU 471, Reading in the Content Area (1)  
 EDU 441, Introduction to Audio-Visual Materials (1)  
 EDU 255, Literature in Elementary School (2)  
 THE 735, Methods of Teaching Theatre K-12 (3)  
 EDU 438, Field Experiences: Middle and Secondary (1)  
 EDU 439, Observation and Directed Teaching (6)

V. French, Spanish (K-12)  
 A. All College requirements for graduation  
 1. General Education requirements to include:  
 PSY 210 or 310\*, Developmental Psychology (3)  
 PSY 312\*, Psychology of Exceptional Individuals (3)  
 SOC 335\*, American Ethnic Relations (3)

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\* Also fulfills the General Education Requirements.

## 2. Major study requirements

## B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty-two credit hours are required to receive a B.A. degree in French and/ or Spanish.

*French*

FRE 103, Structural French, and  
 FRE 205, Intermediate French, or  
 FRE 205, Intermediate French I, and  
 FRE 206, Intermediate French II  
 FRE 304, French Civilization  
 FRE 305, Phonetics and Phonology  
 FRE 306, Advanced Grammar, Composition  
 and Linguistics  
 FRE 307, Advanced Conversation  
 FRE 364, French Literature to 1789  
 FRE 365, French Literature from 1789 to the  
 Present.

FRE 350, Seminar (2 semesters)

The remaining six credit hours may be  
 chosen from:

FRE 301, Business French  
 FRE 308, Francophone Literature  
 FRE 309, French Women Writers  
 FRE 394, Seminar in 17th Century  
 FRE 395, Seminar in 18th Century  
 FRE 396, Seminar in 19th Century  
 FRE 397, Seminar in 20th Century  
 FRE 300, Life and Study Abroad (Study in a country  
 of the target language is highly recommended; credit  
 hours are usually counted as elective.)

*Spanish*

SPA 103, Structural Spanish, and  
 SPA 205, Intermediate Spanish I, or  
 SPA 205, Intermediate Spanish I, and  
 SPA 206, Intermediate Spanish II  
 SPA 303, Civilization of Spain, or:  
 SPA 304, Spanish American Civilization  
 SPA 305, Phonetics and Phonology  
 SPA 306, Advanced Grammar, Composition and  
 Linguistics  
 SPA 307, Advanced Conversation  
 SPA 308, Readings in Hispanic Literature  
 SPA 350, Seminar (2 semesters)  
 SPA 351, The Development of Poetry  
 SPA 352, The Development of Theater  
 SPA 365, Spanish Literature from 1800 to  
 the Present  
 SPA 366, Spanish-American Literature to 1875  
 SPA 367, Spanish-American Literature from

1875 to Present

SPA 369, Modern Spanish Prose, Poetry  
 SPA 300, Life and Study Abroad (Study in a  
 country of the target language is highly rec-  
 ommended; credit hours are usually counted  
 as elective.)

900 level courses in French and Spanish can be  
 substituted for 300 level courses. Substitutions  
 for required literature courses are also possible.  
 See department head for information and  
 approval.

## C. Professional Education Requirements

EDU 232, Foundations of American Education (3)  
 EDU 234, Educational Psychology (3)  
 FL 763, Elementary and Middle School Language  
 Methods (2)  
 FL 764, Secondary Language Methods (2)  
 EDU 438, Field Experience (1)  
 EDU 441, Introduction to Audio/Visual  
 Materials (1)  
 EDU 466, Preadolescent, Adolescent Behavior (3)  
 EDU 467, The Secondary School (3)  
 EDU 471, Reading in Content Areas (1)  
 EDU 439, Observation and Directed Teaching (6)

## —Curriculum

## EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class.

3 hours

## EDU 234 EDUCATIONAL PSYCHOLOGY

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time.

3 hours

## EDU 255 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special atten-

tion to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered.

*3 hours*

#### **EDU 336 MATHEMATICS IN THE ELEMENTARY SCHOOL**

The mathematics content of the elementary school curriculum is reviewed as students investigate strategies for teaching that content. Students gather teaching resources that reflect current research and instructional theories.

*3 hours*

#### **EDU 340 TEACHING IN THE ELEMENTARY SCHOOL**

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies.

*3 hours*

#### **EDU 342 PRESERVICE PRACTICUM**

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. Some school observations will be required within the scheduled time period. Corequisite: EDU 344.

*1 hour*

#### **EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL**

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required.

*3 hours*

#### **EDU 350 TEACHING IN THE MIDDLE SCHOOL**

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Public school observations required.

*Spring*

*3 hours*

#### **EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES**

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 35 hours in a middle school or secondary school setting will be required. BLOCK course. Pass-fail.

*1 hour*

#### **EDU 439 OBSERVATION AND DIRECTED TEACHING**

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels

Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business.

Weekly seminars are arranged. Fee \$300.00. Block course. Pass-fail grading only.

*6 hours*

#### **EDU 440 SEMINAR IN EDUCATION**

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only.

*[Can be taken prior to BLOCK upon approval of adviser]*

*1 hour*

#### **EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS**

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Pass-fail grading only.

*1 hour*

#### **EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. BLOCK course.

*2 hours*

#### **EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. BLOCK course.

*2 hours*

#### **EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR**

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. BLOCK course.

*3 hours*

#### **EDU 467 THE SECONDARY SCHOOL**

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. BLOCK course.

*3 hours*

**EDU 471 READING IN THE CONTENT AREAS**

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. BLOCK course. Pass-fail and one hour credit or grade and three hours credit.

*1 to 3 hours*

**Methods Courses**

Specific methods courses are offered for each teacher certification program. In these courses students are introduced to the methods used in their teaching field and levels.

The academic departments teach the methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

**ENGLISH**

*Professor Walton, Head; Mary Lynch Johnson Professor Newton; Professors English, Gilbert, Jackson, Taylor, and Webb; Associate Professor Grathwohl; Assistant Professors Colby, Duncan, Johnson and Miller; Adjuncts Britt, Cockshutt, O'Shaughnessey, Roberts, Rosser, and Sickbert.*

THE COURSES OFFERED BY THE DEPARTMENT OF English are designed to foster in every student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for law and business.

**— Requirements for a Major in English**

Thirty-two hours in English, including 111, 201, 206, 275, 375, and a seminar.

Fifteen hours in the following areas:

- 3 in a survey course (202 or 330)
- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)

3 in 18th/19th Century (340, 365, 367, or 368)

3 in 20th Century (335, 345, 350, 364, or 370)

An additional 3 hours in courses numbered in the 300s or 400s.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

### — *Requirements for a Minor in Professional Communications*

Eighteen hours, including ART 140, SPE 225, ENG 358\*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 230, 231, 245, BUS 366, 466, 467, 468, SPE 250, 350, 360, and CIS 112, 114, 120, 131, 140, 150, and 154. Professional Communications minors must demonstrate competence in word processing and one other CIS module. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

### — *Prerequisites*

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

### — *Curriculum*

#### ENG 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

*3 hours*

#### ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

*3 hours*

#### \*\*[ENG 150 SPELLING]

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

*1 hour*

#### ENG 175 GRAMMAR

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English certification students.

*Spring*

*1 hour*

#### ENG 201 MAJOR BRITISH AUTHORS

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th-century writer, Wordsworth, Browning, and a 20th-century writer.

*3 hours*

#### ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201.

*3 hours*

#### ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

*3 hours*

#### [ENG 235 WRITING OF POETRY]

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

*Fall*

*3 hours*

#### ENG 236 WRITING OF FICTION

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

*Fall*

*3 hours*

#### ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1990s by both American and European directors.

*Fall*

*3 hours*

#### ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

*Fall*

*3 hours*

#### ENG 247 COPY-EDITING

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing.

*Spring*

*3 hours*

\* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications minor.

\*\* Bracketed courses not offered in 1998-99.

**ENG 275 TECHNIQUES OF LITERARY RESEARCH**

An introduction to the process and techniques of gathering and recording data for a literary research paper.

*1 hour*

**ENG 330 AFRICAN-AMERICAN WRITERS**

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

*Spring 3 hours*

**ENG 335 20TH-CENTURY WORLD LITERATURE IN TRANSLATION**

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

*Fall 3 hours*

**ENG 340 DEVELOPMENT OF THE BRITISH NOVEL**

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others.

*Spring 3 hours*

**[ENG 345 IRISH RENAISSANCE]**

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

*Spring 3 hours*

**ENG 350 MODERN DRAMA**

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov and Shaw, the class will explore important twentieth century plays and conclude with contemporary pieces by such authors as Norman and Hwang. Work will include substantial reading and writing, with viewing and reviewing of performances. Cross listed as THE350

*Spring 3 hours*

**ENG 351 OLD ENGLISH**

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.

*Fall 3 hours*

**ENG 352 CHAUCER**

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

*Spring 3 hours*

**ENG 355, 356 SHAKESPEARE**

A study of selected English history plays and early comedies (355); selected tragedies, late comedies, and romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.

*Fall (ENG 355) 3 hours*

*Spring (ENG 356) 3 hours*

**ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES**

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisite: ENG 275 or the equivalent.

*Fall 3 hours*

**ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL**

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical proposal. A review of the principles of grammar as they apply to editing and proofreading.

*3 hours*

**ENG 359 SEMINAR IN AMERICAN LITERATURE**

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206, and ENG 275 or equivalent.

*3 hours*

**ENG 364 20TH-CENTURY POETRY IN ENGLISH**

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.

*Spring 3 hours*

**[ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD]**

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period.

*Fall 3 hours*

**ENG 367 ENGLISH LITERATURE OF THE VICTORIAN PERIOD**

A study of Victorian poetry and prose (fiction and non-fiction), with attention to the works of both men and women of the period.

*Fall 3 hours*

**ENG 368 ENGLISH LITERATURE OF THE 18TH CENTURY]**

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.

*Spring 3 hours*



**ENG 370 20TH-CENTURY PROSE IN ENGLISH**

A study of 20th-century prose in the English language, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.

*Fall* 3 hours

**ENG 375 RESEARCH PROJECT**

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite: ENG 275.

1 hour

**ENG 475 INTRODUCTION TO LITERARY CRITICISM**

An introduction to the art of literary criticism from Aristotle to Derrida.

*Spring* 1 hour

**ENG 498 SEMINAR IN EUROPEAN LITERATURE**

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.

*Spring* 3 hours

**ENG 505 STUDY OF LINGUISTICS**

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

*Fall* 3 hours

**ENG 764 THE TEACHING OF ENGLISH**

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block.

*Fall* 3 hours

*Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 65. Students may elect courses through the Cooperating Raleigh Colleges.*

**FOREIGN LANGUAGES**

*Professor Pitts, Head; Professors Short, Thomas, and Winz; Associate Professor Reiss; Assistant Professors Nittoli, Rey, and Ruiz-Ross; Adjuncts Byer, Cox, Holland, Martin, and Smith.*

THE DEPARTMENT OF FOREIGN LANGUAGES OFFERS a major in French and Spanish, two years of Latin with some advanced work and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101, 102 are required. Contact the department head for more information.

**—Requirements for Majors in French and Spanish**

Thirty-two (32) hours above 101, 102 of course work are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, and 365 for the French major. For Spanish, they must include 303 or 304; 305, 306, and 307; and *four* of the following: 308, 351, 352, 365, 366, 367 or 369. Substitution for these literature courses can be made with the approval of the department head. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. French majors must also take HIS 102. Spanish majors have the option of taking either HIS 102 or HIS 200. Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

**—Advanced Study**

Foreign language students who wish more advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 65.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

**—Advanced Placement**

Entering students will be placed through the regis-

trar's office at the appropriate level of a foreign language on the basis of high school units. *Students will not receive any credit if they place themselves on a lower level.* A placement test will be given during the summer and before the beginning of the semester for students who have had three years of Spanish, French, or German, but students with fewer or more years of language study may take it at their request. The registrar's office will award students six hours credit for courses "skipped" on the intermediate level (205/206) upon completion of two three-hour courses at the 300 level with a grade of C or better. The student will then have earned a total of 12 credit hours in the language she studied. The foreign language requirement can never be waived except for students whose native tongue is not English.

### — Curriculum

#### French

##### FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 103. Independent language laboratory work required per week.  
*Fall* 3 hours

##### FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.  
*Spring* 3 hours

##### FRE 103 STRUCTURAL FRENCH

A thorough and accelerated review of first-year French for students who had two years of high school work in the language, but who cannot qualify for FRE 205. Independent language laboratory work required per week.  
*Fall* 3 hours

##### FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 or FRE 103, and gradual introduction of graded readings. Independent language laboratory work required per week. Prerequisite: FRE 102, FRE 103 or equivalent.  
*Fall/Spring* 3 hours

##### FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Independent language laboratory work required per week. Prerequisite: FRE 205 or equivalent.  
*Spring* 3 hours

##### FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.  
*Spring, odd-numbered years* 3 hours

##### FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.  
*Fall, even-numbered years* 3 hours

##### FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.  
*Fall* 3 hours

##### FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. One hour of non-credit writing laboratory required per week. Prerequisite: FRE 205 or equivalent.  
*Spring* 3 hours

##### FRE 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.  
*Fall or Spring* 3 hours

##### FRE 308 FRANCOPHONE LITERATURE

Introduction to a variety of texts from the French speaking world. Students will learn practice strategies on how to read and analyze a variety of literary genres in various media (text, film, song, artwork). Recommended as a first (introductory) literature course. Prerequisite: Intermediate level proficiency.  
*Fall, even-numbered years* 3 hours

##### FRE 309 FRENCH WOMEN WRITERS

Introduction to a broad range of female authorship from the Middle Ages to the present expanding the student's understanding of ways in which female authorship is shaped by gender as well as by historical and social aspects. Students will learn practical strategies on how to read and analyze a variety of genres. Recommended as a first (introductory) literature course. Prerequisite:

Intermediate level proficiency.

*Fall, odd-numbered years*

*3 hours*

#### **FRE 364 FRENCH LITERATURE TO 1789**

Selected readings in French literature from the beginnings to the French revolution with some emphasis on culture and civilization.

*3 hours*

#### **FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT**

Selected readings in French literature from the French revolution to the present.

*3 hours*

#### **FRE 394 SEMINAR IN SEVENTEENTH CENTURY**

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization.

*3 hours*

#### **FRE 395 SEMINAR IN EIGHTEENTH CENTURY**

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th-century France with some emphasis on Franco-American relationships.

*3 hours*

#### **FRE 396 SEMINAR IN NINETEENTH CENTURY**

An in-depth study of the different literary genres of the 19th century with an emphasis on Flaubert, Baudelaire, and selected romantic writers.

*3 hours*

#### **FRE 397 SEMINAR IN TWENTIETH CENTURY**

A study of the main literary movements of the 20th century, with selected readings of contemporary writers.

*3 hours*

*Note: Before enrolling in a literature course, a student should normally complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200-level sequence, may be admitted to a literature course with the permission of the professor. Substitutions for required literature courses are acceptable. See department head.*

#### **FRE 300 LIFE AND STUDY ABROAD**

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

*1 to 3 hours*

#### **FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE**

This course is offered only in connection with the department's programs of study in France or a francopho-

ne country. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

*1 to 3 hours*

#### **FRE 350 FRENCH SEMINAR**

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200- or 300-level course work or approval of instructor. Regular grading or pass/fail. Two semesters required of majors. May be repeated up to four times. Cannot fulfill general education language requirement.

*Fall and Spring*

*1 hour*

*For Licensure Only*

#### **FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS**

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

*Spring*

*2 hours*

#### **FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS**

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

*Fall*

*2 hours*

*Internships*

A limited number of internships for advanced students can be arranged through the department.

*Certificat Pratique de Français Commercial et Economique*

Meredith has been identified as a testing center for the

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\* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

Certificat Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

*Frequently, the department offers special courses under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

### German

#### GER 101 ELEMENTARY GERMAN I

Introduction to the German language. Grammar, graded readings, and some oral emphasis. Independent language laboratory work required per week.

*Fall* 3 hours

#### GER 102 ELEMENTARY GERMAN II

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. Independent language laboratory work required per week.

*Spring* 3 hours

#### GER 205 INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. Independent language laboratory work required per week. Prerequisite: GER 102 or equivalent.

*Fall* 3 hours

#### GER 206 INTERMEDIATE GERMAN II

A continuation of German 205. More advanced grammar and readings and further emphasis on the spoken language. Independent language laboratory work required per week. Prerequisite: GER 205 or equivalent.

*Spring* 3 hours

#### GER 306 ADVANCED GERMAN GRAMMAR

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in German. Prerequisite: GER 205/206 or equivalent.

*Fall/Spring* 3 hours

#### GER 307 ADVANCED CONVERSATION

Focus on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER 205, 206 or equivalent.

*Fall or Spring* 3 hours

#### GER 366 ADVANCED GERMAN READING

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 205, 206 or equivalent.

*Fall or Spring* 3 hours

#### GER 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

*1 to 3 hours*

#### GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

*1 to 3 hours*

*Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

### Italian

#### ITA 101 ELEMENTARY ITALIAN I

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings and oral emphasis. Independent language laboratory work required per week.

*Fall* 3 hours

#### ITA 102 ELEMENTARY ITALIAN II

A review and continuation of ITA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.

*Spring* 3 hours

*Students should consult with the department head about the possibility of advanced Italian studies.*

### Latin

#### LAT 101 ELEMENTARY LATIN

A course for beginners in the fundamentals of Latin grammar. Independent computer work required per week.

*Fall* 3 hours

**LAT 102 ELEMENTARY LATIN II**

A review and continuation of LAT 101. Increased emphasis on reading. Independent computer work required per week.

*Spring* 3 hours

**LAT 205 INTERMEDIATE LATIN I**

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. Independent computer work required per week.

*Fall* 3 hours

**LAT 206 INTERMEDIATE LATIN II**

A continuation of Latin 205 with further emphasis on advanced readings. Independent computer work required per week.

*Spring* 3 hours

*Students should consult with the department head about the possibility of advanced Latin studies.*

## Spanish

**SPA 101 ELEMENTARY SPANISH I**

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 103. Independent language laboratory required per week.

*Fall* 3 hours

**SPA 102 ELEMENTARY SPANISH II**

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory required per week.

*Spring* 3 hours

**SPA 103 STRUCTURAL SPANISH**

A thorough and accelerated review of first year Spanish for students who had two years of high school work in the language, but who cannot qualify for SPA 205. Independent language laboratory required per week.

*Fall/Spring* 3 hours

**SPA 205 INTERMEDIATE SPANISH I**

A review and continuation of SPA 102 or SPA 103, and gradual introduction of graded readings. Independent language laboratory required per week. Prerequisite: SPA 102, SPA 103, or equivalent.

*Fall and Spring* 3 hours

**SPA 206 INTERMEDIATE SPANISH II**

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Independent language laboratory required per week.

Prerequisite: SPA 205 or equivalent.

*Spring* 3 hours

**SPA 303 CIVILIZATION OF SPAIN**

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page 48 of this catalog.

*Fall, even-numbered years* 3 hours

**SPA 304 SPANISH AMERICAN CIVILIZATION**

The historical development in the Hispanic speaking countries of the world and the impact on their culture in various fields such as art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page 48 of this catalog.

*Fall, odd-numbered years* 3 hours

**SPA 305 SPANISH PHONETICS AND PHONOLOGY**

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

*Fall* 3 hours

**SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS**

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

*Spring* 3 hours

**SPA 307 ADVANCED CONVERSATION**

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

*Fall or Spring* 3 hours

**SPA 308 READINGS IN HISPANIC LITERATURE**

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisite: Intermediate level proficiency.

*Fall* 3 hours

**SPA 351 THE DEVELOPMENT OF POETRY**

The introduction to poetic literary analysis and familiarity with poetry of Spain and Latin America is designed for students who are in the third or fourth year of college Spanish. Selections are read in chronological order, and

each poem will be situated in its period and literary movement. Selections from both the epic (*El Cid*) and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inez de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes.

*Fall, even-numbered years* 3 hours

#### SPA 352 THE DEVELOPMENT OF THEATER

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inez de la Cruz, Usigli, Elena Garro, and Garcia Lorca.

*Fall, odd-numbered years* 3 hours

#### SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367. Required of majors.

3 hours

#### SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. Required of majors.

3 hours

#### SPA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, Azuela, Carpenter and Neruda. Required of majors.

*Spring, odd-numbered years* 3 hours

#### SPA 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose (emphasis on the novel), beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners Vicente Aleixandre and others.

3 hours

*NOTE: Before enrolling in a literature course, a student should normally complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200-level sequence may be admitted to a literature course with the permission of the professor. Substitutions for required literature courses are acceptable. See department head.*

#### SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass/fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

#### SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

#### SPA 350 SPANISH SEMINAR

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass/fail. May be repeated up to four times for credit. Two semesters required of majors. Cannot fulfill general education language requirement.

*Fall and Spring* 1 hour

*For Licensure Only*

#### FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

*Spring* 2 hours

#### FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

*Fall* 2 hours

*Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

## HEALTH, PHYSICAL EDUCATION, AND DANCE

*Professor Chamblee, **Head and Athletic Director**; Associate Professors Brown, Clancy, Colwell-Waber and Shapiro; Assistant Professors Campbell, and Hatchell; Instructor Belcher; Adjuncts Beadle, Bradford, Cooper, Cornejo, Jackson, Lowry, Mayberry, Pearson, Powell, Puett, Raley, Richard, Taylor and Wang.*

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development with creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

The department offers programs of study leading to: Bachelor of Arts degree with a major in Dance, Bachelor of Science degree with a major in Exercise and Sports Science.

The Bachelor of Arts degree with a major in Dance includes a 33 credit hour core curriculum and three areas of concentration: Performance and Choreography, Private Studio Teaching, and Dance Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 38 credit hour core curriculum. Majors may select the exercise and sports science general track, or by selecting from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The department also offers minors in dance, and exercise and sports science. Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges program with the approval of the department head.

### — Requirements for a Major in Dance

The requirements for a major in dance shall include fulfillment of general education requirements, the 33 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

#### The Core Curriculum (33 credit hours)

DAN 150, Perspectives in Dance .....(1)

DAN 159, Movement Improvisation I.....	(2)
DAN 250, Movement Fundamentals .....	(2)
DAN 255, Movement Fundamentals Lab .....	(1)
DAN 200, Dance Appreciation .....	(3)
DAN 256, Composition I .....	(3)
DAN 359, Dance History .....	(3)
Dance Technique: Total of 10 credit hours selected from the following:	
DAN 251,351, and/or 451; Ballet II, III, and/or IV .....	(2)
DAN 253,353, and/or 453; Modern II, III, and/or IV .....	(4)
DAN 254,354, and/or 454; Jazz II, III, and/or IV .....	(1)
Techniques Electives .....	(3)
HED 282, Prevention and Care of Injuries .....	(1)
BIO 322/342, Human Anatomy and Physiology.....	(4)
prerequisites: BIO 101/141, General Biology I and lab.....	(4)
BIO 102/142, General Biology II and lab .....	(4)
ESS 482, Kinesiology .....	(3)

### Performance and Choreography

The Performance and Choreography Concentration prepares the dancer as a "dance artist". The program of study provides for experiences which further train the student's technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 33 credit hours, the student will complete 23 credit hours specified to fulfill the concentration requirements.

#### — Requirements for a Major in Dance with a Concentration in Performance and Choreography:

The Dance Core Curriculum .....	(33)
DAN 252, Participation in Choreographic Projects....	(2)
DAN 258, Mind/ Body Integration .....	(2)
DAN 257, Music For Dance.....	(2)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
DAN 452, Dance Practicum in Choreography.....	(1)
DAN 452, Dance Practicum in Technical Theatre.....	(1)
DAN 455, Dance Production.....	(3)
DAN 456, Meredith Dance Theatre .....	(4)
THE 246, Lighting and Sound .....	(3)
TOTAL hours for the major.....	(56)

### Private Studio Teaching

The Private Studio Teaching Concentration prepares the student for teaching dance in private studio and com-

munity settings. In addition to the core curriculum of 33 credit hours, the student will complete an additional 32 credit hours which provide experiences in performance, production, business and teaching.

#### — Requirements for a Major in Dance with a Concentration in Private Studio Teaching:

The Dance Core Curriculum .....	(33)
DAN 257, Music For Dance .....	(2)
DAN 355, Creative Arts Touring Company.....	(1)
DAN 357, Creative Arts Touring Company Assistantship.....	(1)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
DAN 452, Dance Practicum in Field Teaching in a Private Studio .....	(2)
DAN 455, Dance Production.....	(3)
DAN 761, Theory and Methods of Teaching, K-6.....	(3)
DAN 762, Theory and Methods of Teaching, 7-12 ...	(3)
BUS 110, Fundamentals of Business .....	(3)
THE 246, Lighting and Sound .....	(3)
THE 247, Costuming and Makeup.....	(3)
SPE 260, Interpersonal Communication .....	(3)
TOTAL hours for the major.....	(65)

### Dance Education

The Dance Education Concentration program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 33 credit hours, the student will complete 48 credit hours, including 12 hours in performance and production, and 36 in professional education classes.

#### — Requirements for a Major in Dance with a Concentration in Dance Education:

The Dance Core Curriculum .....	(33)
DAN 152, Folk & Square Dance .....	(1)
DAN 257, Music For Dance .....	(2)
DAN 355, Creative Arts Touring Company.....	(1)
DAN 357, Creative Arts Touring Company Assistantship.....	(1)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
THE 246, Lighting and Sound .....	(3)
DAN 761, Theory and Methods of Teaching, K-6.....	(3)
DAN 762, Theory and Methods of Teaching, 7-12 ...	(3)



CIS, Computer Modules ( <i>to be approved by department head</i> ) .....	(3)
EDU 232, Foundations of American Education .....	(3)
EDU 234, Educational Psychology .....	(3)
EDU 438, Field Experience.....	(1)
EDU 441, Introduction to Audio/Visual Materials ....	(1)
EDU 471, Reading in the Content Area.....	(1)
EDU 439, Observation and Directed Teaching.....	(6)
PSY 210 or 310, Developmental Psych of Children and Adolescents .....	(3)
PSY 312, Psychology of Exceptional Individuals .....	(3)
SOC 335, American Ethnic Relations .....	(3)
TOTAL hours for the major.....	(81)

#### — Requirements for a Major in Exercise and Sports Science

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 38 credit hour core curriculum in exercise and sports science listed below, and additional specified credit hours based on area of interest (general track, fitness and sports management, physical education).

##### The Core Curriculum (38 credit hours)

HED 100, Contemporary Health Issues.....	(2)
HED 200, First Aid .....	(2)
HED 282, Prevention and Care of Injuries .....	(1)
BIO 322, Human Anatomy and Physiology .....	(3)
BIO 342, Human Anatomy and Physiology Lab .....	(1)
<i>pre-requisites: BIO 101/141, General Biology I and lab</i> .....	(4)*
<i>BIO 102/142, General Biology II and lab</i> .....	(4)*
ESS 200, Foundations of Physical Education, Sport and Fitness .....	(3)
ESS 300, Issues and Management of Sport and Physical Education.....	(3)
DAN 250, Movement Fundamentals .....	(2)
ESS 355, Movement Concepts and Skill Development.....	(4)
ESS 420, Assessment in Physical Education, Sport and Fitness.....	(3)
ESS 482, Kinesiology .....	(3)
ESS 485, Exercise Physiology .....	(3)
ESS 486, Exercise Prescription Laboratory .....	(1)
4 additional PED/DAN activity electives beyond general education requirements ( <i>must be taken for a grade, to be approved in advance by program coordinator or department head</i> ) .....	(4)
CIS-Computer modules ( <i>approved in advance by program</i>	

*coordinator or department head*).....(3)  
Select three modules

##### Exercise and Sports Science Major (General Track)

The Exercise and Sports Science major is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science.

#### — Requirements for a Major in Exercise and Sports Science (General Track):

The Exercise and Sports Science Core Curriculum ...	(38)
ESS 210, Selected Sports Activities .....	(1)
Four additional Physical Education/Dance Activity Electives ( <i>must be taken for a grade, approved by program coordinator or department head</i> ) .....	(4)
ESS 451 Practicum in Exercise and Sport Science .....	(3)

Select 6 hours from the following: (*to be approved by the department head*)

ESS 329, Physical Fitness .....	(3)
FN 227, Nutrition .....	(3)
CHE 111/141, General Chemistry I and General Chemistry Laboratory I .....	(4)
PSY 210, Developmental Psychology .....	(3)
<i>prerequisite: PSY 100, Introduction to Psychology</i>	
TOTAL hours for the Major .....	(52-53)

##### Fitness and Sports Management

The Fitness and Sports Management Concentration provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 38-hour core curriculum in exercise and sport science, the student will complete an additional 21 hours in business related courses.

#### — Requirements for a Major in Exercise and Sports Science with a concentration in Fitness and Sports Management:

The Exercise and Sports Science Core Curriculum ...	(38)
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\* Fulfills General Education Requirements.

ACC 230, Principles of Accounting I .....	(3)
BUS 346, Principles of Management .....	(3)
BUS 366, Principles of Marketing .....	(3)
BUS 384, Business Communications .....	(3)
ESS 450, Practicum in Fitness/Sports Management ...	(3)

*Select 6 hours from the following:*

ECO 211, Microeconomic Principles .....	(3)
BUS 446, Human Resource Management .....	(3)
BUS 448, Organizational Behavior .....	(3)
BUS 454, Business Law I .....	(3)
BUS 461, Consumer Behavior .....	(3)
BUS 467, Advertising and Sales Promotion .....	(3)
TOTAL hours for the major .....	(59)

### Physical Education

The Physical Education Concentration program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue.* In addition to the core curriculum of 38 hours, the student will complete 35 credit hours, including 5 hours in skill acquisition and 30 hours in physical education methods and professional education classes.

#### — Requirements for a Major in Exercise and Sports Science with a concentration in Physical Education:

#### The Exercise and Sports Science Core Curriculum (38)

##### Skill Acquisition

Four (4) additional Physical Education/Dance Activity Electives (*must be taken for a grade, to be approved in advance by program coordinator or department head*):

PED152, Folk and Square Dance .....	(1)
from PED 120, 121, 122, 125(aerobic activities) ...	(1)
from PED 124, 127 (strength training activities) ....	(1)
from PED 141, 142, 143, 146, 241, 242,	
243, 246, 346 ( <i>Individual Sport activities</i> ) .....	(1)
ESS 210, Selected Sports Activities .....	(1)

##### Teaching Physical Education

ESS 744, Physical Education in the Elementary School .....	(2)
ESS 275, Elementary Games and Activities .....	(1)
ESS 745, Teaching Physical Education in the Middle and Secondary School .....	(3)
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12) .....	(3)

#### Professional Education Courses

PSY 210 or 310, Developmental /Psych of Children and Adolescents .....	(3)
SOC 335, American Ethnic Relations .....	(3)
EDU 232, Foundations .....	(3)
EDU 234, Educational Psychology .....	(3)
EDU 438, Field Experience .....	(1)
EDU 441, Introduction to Audiovisual .....	(1)
EDU 471, Reading in the Content Area .....	(1)
EDU 439, Observed and Directed Teaching .....	(6)
TOTAL hours for the major .....	(73)

#### —Curriculum

### Theory: Health

#### HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

*Fall semester*

*2 hours*

#### HED 200 FIRST AID\*

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

*2 hours*

#### HED 282 PREVENTION AND CARE OF INJURIES

A course designed to provide instruction in the prevention and treatment of movement injuries. Course material includes an introduction to athletic training, the fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related conditions. Practical hours give students the opportunity to work with a certified athletic trainer in the field.

*Spring semester*

*1 hour*

#### HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Includes observations and field experiences in a school setting.

*2 hours*

\* Fulfills General Education Requirements.

## Theory: Exercise and Sports Science/Physical Education

### ESS 200 FOUNDATIONS OF PHYSICAL EDUCATION, SPORT AND FITNESS

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of current issues, problems, ethical concerns, and future directions related to the field.

*Spring semester* 3 hours

### ESS 210 SELECTED SPORTS ACTIVITIES

An introduction to track and field, flag football, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

*Fall, even years* 1 hour

### ESS 275 ELEMENTARY GAMES AND ACTIVITIES

A course designed to prepare students with the knowledge and skills to plan, organize, and teach games and activities for grades K-6. Rhythms, creative dance, games and gymnastics will be included.

*Spring, on the block (as needed)* 1 hour

### ESS 300 ISSUES AND MANAGEMENT OF SPORT AND PHYSICAL EDUCATION

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

*Spring semester* 3 hours

### ESS 329 PHYSICAL FITNESS

A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control, body mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.

*Spring semester (as needed)* 3 hours

### ESS 355 MOVEMENT CONCEPTS AND SKILL DEVELOPMENT

The development of basic movement concepts, skills and strategies in sports and activities. Emphasis is placed on the integration of theoretical knowledge with mechanical and environmental factors which influence the analysis, acquisition and performance of skilled motor behavior. Prerequisite: DAN 250, 255.

*Fall semester, even years* 4 hours

### ESS 420 ASSESSMENT IN PHYSICAL EDUCATION, SPORT AND FITNESS

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

*Fall semester, odd years (beginning Fall '99)* 3 hours

### ESS 450 PRACTICUM IN FITNESS/SPORTS MANAGEMENT

A supervised field experience in a sport or fitness management setting. Students will meet regularly with supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.

3 hours

### ESS 451 PRACTICUM IN EXERCISE AND SPORTS SCIENCE

A supervised field experience in a fitness or health-related agency. Students will meet regularly with college supervisor to integrate exercise and sport science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisite: ESS 485, 486.

3 hours

### ESS 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisite: BIO 332 and 342.

*Fall Semester, even years* 3 hours

### ESS 485 EXERCISE PHYSIOLOGY

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and methods of physical training. Prerequisites: BIO 322, 342.

*Fall semester, odd years (beginning Fall '99)* 3 hours

### ESS 486 EXERCISE PRESCRIPTION LABORATORY

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of individuals.

als. Prerequisites: BIO 322, 342.

*Fall semester, odd years (beginning Fall '99) 1 hour*

#### **ESS 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting. Ten hours of observation required.

*2 hours*

#### **ESS 745 TEACHING PHYSICAL EDUCATION IN THE MIDDLE AND SECONDARY SCHOOL**

A course designed to offer students experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels. Prerequisites: DAN 250 Co-requisite: ESS 355

*Fall semester, even years 3 hours*

#### **ESS 746 TEACHING PHYSICAL EDUCATION FOR INDIVIDUALS WITH SPECIAL NEEDS (K-12)**

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences. Prerequisite: DAN 250

*Fall semester, odd years (beginning Fall '99) 3 hours*

### **Theory: Dance**

#### **DAN 150 PERSPECTIVES IN DANCE**

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

*Spring semester 1 hour*

#### **DAN 200 DANCE APPRECIATION**

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form

reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.

*3 hours*

#### **DAN 250 MOVEMENT FUNDAMENTALS**

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities.

*Fall semester*

*2 hours*

#### **DAN 255 MOVEMENT FUNDAMENTALS LAB**

This course is designed as a co-requisite to DAN 250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning.

*Fall semester*

*1 hour*

#### **DAN 256 DANCE COMPOSITION I**

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. Prerequisite: DAN 159 or by permission of instructor.

*Fall '97, Spring '99, Fall '00 3 hours*

#### **DAN 257 MUSIC FOR DANCE**

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

*Fall semester, even years*

*2 hours*

#### **DAN 356 DANCE COMPOSITION II**

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Prerequisite: DAN 356.

*Spring '98, Fall '99, Spring '01*

*3 hours*

**DAN 359 DANCE HISTORY**

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked.

*Spring semester* 3 hours

**DAN 452 DANCE PRACTICUM**

An opportunity for students to gain practical experience in such areas as choreography, teaching, production, body work, etc. All course specifications must be approved by the instructor prior to registration.

1 to 3 hour

**DAN 455 DANCE PRODUCTION**

A survey of theatre crafts and arts management techniques involved in dance production, including lighting design, publicity and promotion, grantsmanship, touring and time management.

*Fall semester, even years* 3 hours

**DAN 761 THEORY AND METHODS OF TEACHING  
DANCE, K-6**

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 250 or by permission of instructor.

*Spring '98, Fall '99, Spring '01* 3 hours

**DAN 762 THEORY AND METHODS OF TEACHING  
DANCE, 7-12**

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisite: DAN 250 or by permission of instructor.

*Fall '98 Spring '00* 3 hours

**DAN 763 REFLECTIVE TEACHING**

A course designed to provide the student with directed field experiences in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisite: DAN 761/762.

*Fall '97, Spring '99, Fall '00* 3 hours

**Activity Classes**

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring in dance or exercise and sports science, or minoring in dance or exercise and sports science.

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit. Students may repeat Physical Education and Dance activity courses at the same level only with special permission granted by the department head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass/fail grading. (See page 58 for exception.)

Bowling, equitation, and ice skating are taught by professionals at off-campus facilities.

Listed below are activity courses offered on a regular basis by the department. Offerings vary from semester to semester based on student interests, facilities and faculty.

**Physical Education Activity Courses***Aquatics*

**PED 110 Beginning Swimming\*** — A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water.

**PED 113 Synchronized Swimming I\*** — An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite PED 110 or equivalent experience.

**PED 210 Intermediate Swimming** — This course is a continuation of Swimming I. Emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills.

**PED 212 Scuba Diving\*** — A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite PED 210 or equivalent experience.

**PED 310 Swim Conditioning** — This course is a con-

\* Additional fee

tinuation of PED 210. Emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. Prerequisite: PED 210 or equivalent experience.

**PED 311 Lifeguarding\*** — A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: 210 or equivalent experience. (2 hours)

**PED 312 Water Safety Instructor** — A course to train students to teach American Red Cross water safety courses. Prerequisite: Current certification in Lifeguard Training or Emergency Water Safety. Prerequisite: PED 210 or equivalent. (2 hours)

**PED 313 Synchronized Swimming II** — Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

#### *Physical Fitness*

**PED 120 Cross Training** — An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

**PED 121 Aerobic Dance-Cardio Funk** — A course designed to provide cardiovascular fitness through aerobic street dance movements.

**PED 122 Aerobic Dance-Exercise** — A course designed to provide cardiovascular fitness through aerobic dance movements.

**PED 124 Strength Training** — An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

**PED 125 Aquatic Fitness** — A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Prerequisite: must be able to swim two lengths of the pool.

**PED 126 Muscle Tone and Stretch** — An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands.

**PED 127 Conditioning** — A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to Cybex strength machines and free weights, as well as bikes, skiers, climbers, treadmills and transports.

#### *Individual Sports*

**PED 130 Equestrian I\*** — Instruction in horseback riding at the beginning level. Taught off-campus at McNair's

and Ballentine's stables. Transportation not provided.

**PED 140 Archery** — Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

**PED 141 Badminton I** — A course designed for beginners which includes instruction in basic badminton skills (grip, strokes, and serve), rules and strategies for singles and doubles play, and in-class competition.

**PED 142 Bowling I\*** — Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off-campus, transportation not provided.

**PED 143 Golf I\*** — A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology.

**PED 146 Tennis I** — A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play, and in-class competition.

**PED 148 Yoga** — This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

**PED 149 Karate I\*** — This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardio-vascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation.

**PED 150 Ice Skating\*** — Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided.

**PED 152 Folk and Square Dance** — An introduction to international folk dances, American Square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as DAN 152). Fall, even years

**PED 157 Country Line Dance** — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as DAN 157)

**PED 230 Equestrian II\*** — Instruction in horseback riding techniques. at the intermediate level. Taught off-campus

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\* Additional fee

pus at McNair's and Ballentine's stables. Transportation not provided. Prerequisite: PED 130 or equivalent experience.

**PED 241 Badminton II** — Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. Prerequisite: PED 141 or equivalent experience.

**PED 242 Bowling II\*** — Review of basic bowling skills and refinement of the delivery, the approach, spare coverage, plus competitive matches. Emphasis on handicapping and league bowling. Taught off-campus, transportation not provided. Prerequisite: PED 142 or equivalent experience.

**PED 243 Golf II\*** — Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management.

**PED 246 Tennis II** — Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles play and in-class competition. Prerequisite: PED 146 or equivalent experience.

**PED 249 Karate II\*** — This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and Sparring. Prerequisite: PED 149 or equivalent experience.

**PED 330 Equestrian III\*** — Instruction in horseback riding at the advanced level. Taught off-campus at McNair's and Ballentine's stables. Transportation not provided. Prerequisite: PED 230 or equivalent experience.

**PED 346 Tennis III** — Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. Prerequisite: PED 246 or equivalent.

**PED 349 Karate III\*** — This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. Prerequisite: PED 249 or equivalent experience.

#### *Team Sports*

**PED 161 Basketball** — A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

**PED 162 Soccer** — A beginning level course which includes instruction in shooting, passing, ball-handling,

goal-tending, basic offensive and defensive strategies; opportunity for team play.

**PED 163 Softball** — A beginning level course which includes instruction in basic fast-pitch softball skills (hitting, fielding and base-running), basic offensive and defensive strategies, opportunity for team play. Fast-pitch experience NOT required.

**PED 164 Volleyball** — A beginning level course which includes instruction in passing, setting, hitting, and serving; basic offensive and defensive strategies; opportunities for team play.

#### *Intercollegiate Sports*

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

**PED 471 Intercollegiate Basketball** — Winter season (1 hour, Fall; 1 hour, Spring)

**PED 472 Intercollegiate Soccer** — Fall season (2 hours, Fall)

**PED 475 Intercollegiate Volleyball** — Fall season (2 hours, Fall)

**PED 476 Intercollegiate Tennis** — Fall and spring season (2 hours, Fall; 2 hours, Spring)

**PED 477 Intercollegiate Fast Pitch Softball** — Spring season (2 hours, Spring)

#### *Dance Activity Courses*

**DAN 151 Ballet I** — A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

**DAN 152 Folk and Square Dance** — An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as PED 152.) Fall, even years

**DAN 153 Modern I** — A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

**DAN 154 Jazz I** — A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

**DAN 155 African Dance** — A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning level students.

**DAN 157 Country Line Dance** — Instruction in coun-

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\* Additional fee

try line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as PED 157.)

**DAN 159 Movement Improvisation** — An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously. (2 hours) Fall semester

**DAN 251 Ballet II** — An low-intermediate level study of ballet technique. Appropriate for post-beginning students.

**DAN 252 Participation in Choreographic Projects** — This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN 356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Prerequisite: DAN 159 or equivalent experience.

**DAN 253 Modern II** — An low-intermediate level study of modern dance technique. Appropriate for postbeginning students.

**DAN 254 Jazz II** — An low-intermediate level study of jazz dance technique. Appropriate for post-beginning students.

**DAN 258 Mind/Body Integration** — A unique approach to postural re-education through body awareness and stress reduction techniques. No prior movement experience needed. (2 hours)

**DAN 259 Improvisation II** — A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. Pre-requisite: DAN 159 or equivalent experience. (2 hours)

**DAN 351 Ballet III** — An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students.

**DAN 352 Dance Repertory** — This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Corequisite: DAN 456 or permission of instructor.

**DAN 353 Modern III** — An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students.

**DAN 354 Jazz III** — An advanced-intermediate study of

jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students.

**DAN 355 Creative Arts Touring Company** — This course is designed to provide student with opportunities to create, produce, and perform arts education in school settings. This focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students. Spring semester

**DAN 357 Creative Arts Touring Assistantship** — This course is designed for students who completed DAN 355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Pre-requisite: DAN 355 or 456. Spring semester

**DAN 451 Ballet IV** — An advanced level study of ballet technique with focus of the refinement of physical and performing skill. Appropriate for upper level students.

**DAN 453 Modern IV** — An advanced level of study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students.

**DAN 454 Jazz IV** — An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students.

**DAN 456 Meredith Dance Theatre** — A performing company which encourages exploration of the creative process through student choreography, as well as, the performance of works by faculty and guest choreographers. Auditions are held the first week of classes of fall semester, and admittance into the company is for the entire year.



## HISTORY AND POLITICS

*Professor Novak, **Head**; Professors: Gates, Frazier, Price; Associate Professors: Happer, True-Weber; Assistant Professor: Keith; Adjuncts: Khater, Melomo, Piazza, Riemann and Rivers.*

THE DEPARTMENT OFFERS MAJORS IN HISTORY, Public History, American Civilization, International Studies, and Political Studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and its politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical and political research, evaluation of sources, and analytical thinking. Students will in this way cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

### — *Special Career Directions*

History and Political Studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, historic sites, museums and archives, foreign service, international studies, journalism and editing, as well as numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks in vocational and professional areas.

### — *Internships*

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisers for help in making a good choice among the many possibilities available in the immediate area.

### — *Advanced Placement*

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Non-Western Civilization 224; and Politics 100.

### — *Requirements for a Major in History*

A major in History consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professors: Dr. Novak, Dr. Happer, Ms. Keith.

### — *Requirements for a Major in Public History*

A major in Public History consists of at least 36 hours, with a minimum of 24 hours in history, including an internship in a public history institution. Other required courses include HIS 214, 215, 300, 333, 334, 499 and 520, as well as POL 100 and 305, and ART 221 or 222. Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing. Major professor: Dr. Price.

### — *Requirements for a Major in American Civilization*

A major in American Civilization consists of 36 hours, with a minimum of 21 hours in American history, including 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours from European or Asian fields. (The American Civilization major can be obtained at night in addition to the day schedule). Major professors: Dr. Happer, Ms. Keith.

### — *Requirements for a Major in International Studies*

A major in International Studies consists of 36 hours, with a minimum of 21 hours in history, including 334 and 499, and 15 hours in related fields such as business, economics, geography, and fine arts. The major should also, if possible, include study abroad. Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language. Major professor: Dr. Novak.

### — *Requirements for a Minor in History*

The minor in History consists of 18 hours: six hours at the 200 level; nine hours at the 300-500 level; and, in addition, three hours in HIS 334.

### — *Requirements for a Concentration in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

### — *Curriculum*

#### History

#### HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750.

*Fall and Spring* 3 hours

#### HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

*Fall and Spring* 3 hours

#### HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of conquest, colonization, and independence, ending with the study of contemporary characteristics of the modern Latin American states.

*Fall, even-numbered years* 3 hours

#### HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

*Fall* 3 hours

#### HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.

*Spring* 3 hours

#### HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa.

3 hours

#### HIS 300 AN INTRODUCTION TO PUBLIC HISTORY

An introduction to the theoretical background of public history and its disciplines: historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

*Spring* 3 hours

#### HIS 302 ENGLISH HISTORY SINCE 1485 A.D.

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the British Islands and then across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own.

*Spring, even-numbered years* 3 hours

#### HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

3 hours

#### HIS 306 RUSSIA IN THE 20TH CENTURY

A study of the political, social and cultural development of Russia and the Russian empire across the 20th century.

3 hours

#### HIS 307 THE AGE OF RENAISSANCE AND REFORMATION

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the

transition from medieval towards modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds.

*Spring, odd-numbered years* 3 hours

#### **HIS 308 TWENTIETH CENTURY EUROPE**

War, revolution, depression, more war, genocide, the threat of nuclear annihilation: this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

*Spring, odd-numbered years* 3 hours

#### **HIS 310 MODERN CHINA**

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

3 hours

#### **HIS 313 VICTORIAN AMERICA**

A study of the cowboy west, art, literature, politics, religion, Native Americans, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

3 hours

#### **HIS 314 COLONIAL AMERICAN HISTORY**

The colonial origins of American society, racial make-up, and Revolutionary period.

*Spring, even-numbered years* 3 hours

#### **HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945**

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.

*Fall, odd-numbered years* 3 hours

#### **HIS 325 ASIAN CIVILIZATIONS**

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

3 hours

#### **HIS 330 THE UNITED STATES AND THE WORLD**

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.

*Spring, odd-numbered years* 3 hours

#### **HIS 333 HISTORY OF THE SOUTH**

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

*Fall, odd-numbered years* 3 hours

#### **HIS 334 METHODS OF HISTORICAL RESEARCH**

An introductory course in historical research and writing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course the semester after she declares her major.

*Fall and Spring* 3 hours

#### **HIS 499 SENIOR SEMINAR**

An advanced course in historiography that builds upon the foundations established in HIS 334 and applies historical methods to gain a fuller understanding of events in the contemporary world. Each student will also prepare and present a senior project that reflects her individual training, interests and career direction. This course is required of all majors. Those students who write honors theses should do so in conjunction with this course.

*Fall and Spring* 3 hours

#### **HIS 520 HISTORY OF NORTH CAROLINA**

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

*Fall, even-numbered years* 3 hours

#### **HIS 764 THE TEACHING OF SOCIAL STUDIES**

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

*Spring* 3 hours

#### **COMMUNITY INTERNSHIP**

Each major should consult her departmental adviser to arrange an appropriate internship experience, usually during her junior or senior year.

1-4 hours

## Politics

### — Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 205, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser who must approve it. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. Major professors, Drs. Frazier and True-Weber.

### — Requirements for a Minor in Political Studies

The minor in political studies consists of 18 hours: POL 100 and POL 205, and, in addition, 12 hours in politics courses in consultation with the political studies faculty.

### —Curriculum

#### POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.

*Fall and spring* 3 hours

#### POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the former USSR, and at least one developing nation.

*Spring, even-numbered years* 3 hours

#### POL 205 POLITICAL IDEAS SEMINAR

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Prerequisite: Eng 111. Also offered as PHI 205.

*Spring* 3 hours

#### POL 210 INTERNATIONAL POLITICS

An introduction to world politics. A survey of current

issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations. Includes a participatory simulation of an international crisis.

*Fall* 3 hours

#### POL 300 LAW AND SOCIETY

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

*Spring* 3 hours

#### POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

*Fall* 3 hours

#### POL 303 CONTEMPORARY AMERICAN POLICY AND POLITICS

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

*Fall, even-numbered years* 3 hours

#### POL 305 INTRODUCTION TO PUBLIC ADMINISTRATION

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

*Spring, even-numbered years* 3 hours

#### POL 309 THE POLITICS OF THE VIETNAM WAR

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

3 hours

#### POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.

3 hours

#### POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors, normally taken in the fall of the senior year. Prerequisite: POL 205.

*Fall* 3 to 4 hours

#### CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in

state government and politics. The core of the program is composed of two courses: State and Local Political Systems (POL 340) and Colloquium in North Carolina Politics (POL 341). These courses may be combined with a research project and/or an internship. The research project may be taken as an independent study or as the senior thesis (POL 334).

*Spring, odd-numbered years* 6 to 12 hours  
*May take 340 by itself. May only take 341 while taking 340.*

#### **POL 340 STATE AND LOCAL POLITICAL SYSTEMS**

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system of government will be examined from the viewpoint of states and localities.

*Spring, odd-numbered years* 3 hours

#### **POL 341 COLLOQUIUM IN NORTH CAROLINA POLITICS**

Students will apply knowledge gained in 340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics.

*Spring, odd-numbered years* 3 hours  
*May only be taken while taking POL 340*

#### **POL 374 SOCIAL RESEARCH PRINCIPLES**

See SOC 374 for description. Recommended for students wanting to pursue qualitative research projects.

3 hours

#### **POL 375 SOCIAL RESEARCH METHODS AND STATISTICS**

See SOC 375 for description.

3 hours

#### **COMMUNITY INTERNSHIP**

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups.

1 to 4 hours

### **Legal Assistant Courses**

#### **LEG 400 LEGAL SURVEY**

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Juniors and Seniors only. Written permission from the director of Legal Assistants Program required.

*Fall and Spring* 3 hours

#### **LEG 401 LEGAL RESEARCH**

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400 or written permission from the Director of Legal Assistants Program required.

*Spring* 3 hours

*Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.*

*Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 65.*

## HUMAN ENVIRONMENTAL SCIENCES

*Professor Tippet, **Head**; Professors Ellis, Goode; Associate Professors Burpitt, Clark; Assistant Professor Galant, Landis, Winterhoff; Adjuncts Andron, Ballard, Barish, Brainard, Diehl-Shaffer, Holliday, Roubanis, Sibert and Taylor.*

THE DEPARTMENT USES AN INTERDISCIPLINARY approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of lives, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Clothing and Fashion Merchandising, Family and Consumer Sciences, Foods and Nutrition, and Interior Design.

The **goals** are that students will:

1. apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society.
2. synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major.
3. demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, family and consumer sciences, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools; they may complete K-6 licensure combined with child development degree; and they may also complete a second major or minor in another department.

The nutrition concentration of the foods and nutrition major is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for Didactic Programs in Dietetics (Plan V). Graduates of this program are eligible for ADA Accredited Dietetic Internship Programs, ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

The American Dietetic Association granted developmental accreditation to the Meredith College Dietetic Internship (a post-baccalaureate program) in 1994. Students enrolled in the dietetic internship will acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship will enable students to take the registration examination to become registered dietitians.

The interior design program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

### — *Requirements for a Major in Child Development*

The child development major focuses on the physical, social emotional, and intellectual development of children, birth through age eight. It prepares students for working with children in a variety of programs including educational programs for young children, early intervention programs, and agencies serving children and their families. When combined with licensure requirements it can prepare students to teach in the public schools. Candidates for the child development major must take 37 hours in a prescribed core and an additional four courses (12-13 hours) from a list of approved electives. Required courses are CD 234, 334, 335, 336, 340, 438, 450 (this will be waived for K-6 students), FCS 355, 499; PSY 210 or 310, 312; HED 200; SOC 330. Electives include: CD 434, 436, 440; ECO 374; FN 227; EDU 234.

### — *Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising*

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 35 hours in a prescribed core and 3 additional courses in their chosen concentration.

The core consists of the following courses: CFM 115, 211, 212, 213, 214, 314, 315, 414, 418; FCS 499; ECO 211; and BUS 366, 467.

### Concentrations

The clothing and fashion merchandising major provides instruction in all areas of the fashion industry, from design to retailing. The merchandising concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 413, BUS 346, and BUS 461. A minor in business management or marketing is strongly recommended.

The design concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, and 417. A minor in Art is required which includes the following courses: ART 101, 102, 105, 106, 248, and 301.

A minor of 21 hours is offered in either concentration for Clothing and Fashion Merchandising. Contact the department for details.

### — Requirements for a Major in Foods and Nutrition

The foods and nutrition major is designed for students with interests in widely varying options.

The Food Service Management Concentration is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are FN 124, 227, 327, 328, 329, 340, 425, 427, 440; FCS 355, 499; ECO 211, ACC 230; BUS 346, 366, 384, 446, 448, 467; CIS 101, 112, 120; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY. Students also earn a minor in Business Management.

The Nutrition Concentration is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 325, 327, 328, 329, 425, 426, 427, 428, 429; FCS 764, 499; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; ACC 230; BUS 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

### — Requirements for a Major in Interior Design

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships and in the student ASID Chapter. The interior design program is accredited by FIDER. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 247, 343, 344, 348, 443, 444, 447; CFM 418; FCS 499; ART 101, 105, 106, 107, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211, 374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105

Sophomores: ID 243, 244, 245, 246; ART 106, 248

Juniors: ID 247, 343, 344, 348; ART 221 or 222; and 107

Seniors: ID 443, 444, 447; CFM 418; FCS 499

### — Requirements for a Major in Family and Consumer Sciences

The family and consumer sciences major is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and govern-

ment agencies. Required courses are FCS 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in the department of Human Environmental Sciences (CD, CFM, FN, ID, FCS).

### — Curriculum

#### Child Development

##### CD 234 THE PRESCHOOL CHILD

A study of the behavior and development of children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Three hours of lecture and three hours of laboratory per week.

*3 hours*

##### CD 334 INFANT DEVELOPMENT

A study of the development of children from birth to age two, with emphasis on developmental trends, appropriate environments and practice. Three hours lecture and two hours laboratory per week. Prerequisite: CD 234.

*3 hours*

##### CD 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

*3 hours*

##### CD 336 PRESCHOOL CURRICULUM

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children.

*Fall and Spring Semesters*

*4 hours*

##### CD 340 YOUNG CHILDREN'S LEARNING ENVIRONMENTS

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized.

Prerequisites: CD 234 and CD 334.

*3 hours*

##### CD 434 INFANT CURRICULUM

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Prerequisites: CD 234 and CD 334

*Fall Semester*

*4 hours*

##### CD 436 PRESCHOOL ADMINISTRATION

A study of the administration of programs for young children. Staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns will be addressed. Prerequisite: CD 234.

*3 hours*

##### CD 438 PARENT EDUCATION

An overview of parent education with special emphasis on working with families of diverse backgrounds and structure. Prerequisites: CD 234, 334.

*3 hours*

##### CD 440 READINGS IN PRESCHOOL EDUCATION AND EARLY INTERVENTION

This course will trace the history of early childhood, preschool education and early special education in the U.S. A special focus will be on examining theoretically-based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classroom and special programs will offer the opportunity for a student to begin or expand her current knowledge base.

*Spring semester*

*3 hours*

##### CD 450 ADVANCED PRACTICUM AND SEMINAR IN PRESCHOOL TEACHING

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom and a member of the Child Development faculty. In addition to 150 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Prerequisites: CD 234, CD 334, CD 340 and CD 336.

*Spring Semester*

*3 hours*



### Clothing and Fashion Merchandising

#### CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

*3 hours*

#### CFM 211 ELECTRONIC APPAREL DESIGN

An introduction to the use of computers as a tool for designing apparel. Students will learn how to use the mouse for drawing purposes and how to perform simple computer techniques. Pass/fail grading only.

*Fall*

*1 hour*

#### CFM 212 VISUAL MERCHANDISING

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

*Fall*

*3 hours*

#### CFM 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of the psychological and sociological aspects of clothing.

*Spring*

*3 hours*

#### CFM 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

*Fall*

*3 hours*

#### CFM 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

*Spring*

*4 hours*

#### CFM 315 HISTORY OF COSTUME

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Also available as ART 315.

*Fall*

*3 hours*

#### CFM 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

*Fall, alternate years*

*3 hours*

#### CFM 413 SPECIAL PROBLEMS IN RETAILING

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisite: CFM 314.

*Spring*

*2 hours*

#### CFM 414 APPAREL DESIGN DEVELOPMENT

A study of the feasibility of apparel designs. Emphasis will be placed on scaling designs up or down, fabric and trimmings selection in relation to price determination, developing operation sheets, and collection budgeting. Application toward requirements: major, minor. Prerequisite: CFM 115, 214.

*Spring*

*2 hours*

#### CFM 415 DRAPING

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. Application toward requirements: major, minor. Prerequisite CFM 115, CFM 417 or permission from instructor. Also available as ART 415.

*Spring, alternate years (or as needed)*

*3 hours*

#### CFM 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115. Also available as ART 417

*Fall, alternate years*

*3 hours*

#### CFM 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

*Fall*

*3 hours*

### Family and Consumer Sciences

#### FCS 355 FAMILY RESOURCE MANAGEMENT

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

*3 hours*

#### FCS 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

*3 hours*

### Seminar

#### FCS 499 PROFESSIONAL SYMPOSIUM

History, philosophy, and current trends in family and consumer sciences. Pass/fail grading only.

*Fall*

*1 hour*

### Education

#### FCS 764 METHODS OF TEACHING FAMILY AND CONSUMER SCIENCES

A study of planning, implementing, and evaluating family and consumer sciences (formerly home economics) in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary family and consumer sciences education and nutrition majors. May not be counted toward a major.

*Spring*

*3 hours*

#### FCS 765 FAMILY AND CONSUMER SCIENCES EDUCATION

A survey of the curriculum for secondary family and consumer sciences education. Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA/HERO), and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

*Fall*

*2 hours*

#### FCS 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.

*1 to 3 hours*

### Foods and Nutrition

#### FN 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

*3 hours*

#### FN 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

*3 hours*

#### FN 325 NUTRITION DURING THE LIFE CYCLE

A study and evaluation of existing community nutrition programs and services and assessment of community

nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition.

Prerequisite: FN 227.

*Fall*

*3 hours*

#### FN 327 INSTITUTIONAL FOODS

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.

*Fall*

*3 hours*

#### FN 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.

*Fall*

*1 hour*

#### FN 329 HOSPITALITY MANAGEMENT AND CATERING

An introduction to the theory and application of management principles, skills, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organization. Management of human, material, and financial resources, production and service operations, quality and marketing for a catering company. Prerequisites: FN 124, 227, 327/328.

*Spring*

*3 hours*

#### FN 340 COMMERCIAL FOOD MANAGEMENT FIELD EXPERIENCE

A minimum of 100 hours of field experience in a commercial food service operation such as industry, universities and schools, health care facilities, cafeterias or a catering company. Students will apply management theories and develop management skills by participating in management of production, purchasing, sanitation and safety, distribution, finances, and personnel. Attendance of a weekly seminar is required.

*Spring, alternate years*

*3 hours*

#### FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.

*Spring*

*3 hours*

**FN 426 NUTRITIONAL ASSESSMENT**

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.

*Spring* 3 hours

**FN 427 EXPERIMENTAL FOOD SCIENCE**

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101,141.

*Fall* 3 hours

**FN 428 ADVANCED NUTRITION**

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101,102, 436; and FN 227, 325.

*Fall* 3 hours

**FN 429 CLINICAL DIETETICS**

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.

*Spring* 3 hours

**FN 440 HOSPITALITY MANAGEMENT FIELD EXPERIENCE**

A minimum of 100 hours field experience in a medium size or large scale restaurant; students will rotate with all levels of management through all stations of the restaurant participating in the management process at different levels. Attendance of a weekly seminar is required.

*Spring, alternate years* 3 hours

**Interior Design****ID 142 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS**

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

*Fall* 3 hours

**ID 144 INTERIOR DESIGN I**

An exploration of the basic principles and skills of interior design. Includes application of design principles to

human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101. Also offered as ART 144.

3 hours

**ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS**

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

3 hours

**ID 244 INTERIOR DESIGN II**

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six studio hours per week. Also offered as ART 244.

3 hours

**ID 245 HOUSING ISSUES**

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

*Fall* 3 hours

**ID 246 INTERIOR DESIGN MATERIALS**

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 hours

**ID 247 COMPUTER AIDED DESIGN**

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: ID 144, 244 (can parallel).

1 hour

**ID 343 CONSTRUCTION TECHNOLOGY**

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

*Spring* 3 hours

**ID 344 INTERIOR DESIGN III**

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

3 hours

**ID 348 INTERIOR LIGHTING DESIGN**

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID 144 and 244.

Spring

3 hours

**ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN**

Course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Prerequisite: Senior standing.

3 hours

**ID 444 INTERIOR DESIGN IV**

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

Spring

3 hours

**ID 447 CONTRACT INTERIOR DESIGN**

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors. Studio and lecture. Prerequisites: ID 144, 243, 244, 344: Six hours per week. Also offered as ART 447.

3 hours

*Students who wish advanced study in an area of human environmental sciences should consult with the department head and arrange for it through the special studies options listed on page 65.*

**MATHEMATICS AND COMPUTER SCIENCE**

*Associate Professor Guglielmi (Acting Head); Professor Knight, Head (on sabbatical); Professors Bouknight, Clay, Davis, and Kraines; Assistant Professors Hatfield and Rosso; Instructor Schlitz; Adjuncts Birch, Covey, Chan, Fuller, Jones, Kirk, O'Hara, Schiermeier, Sloan, Stanislaw, and Watkins.*

**— Goals and Objectives**

THE OBJECTIVES OF THE COURSES AND programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to acquire skill in mathematical reasoning, logical and creative thinking, and problem solving, and to gain confidence in her abilities. Students will gain an appreciation of the wide application of mathematics in the world and they will understand and apply technology appropriately as a resource in problem solving.

Through hands-on computer "modules" students learn basic knowledge and skills needed for using personal computers. The goal of these modules is to teach students how to learn computer applications through learning details of a particular package. Special topics in computing are offered in the module format in addition to the modules listed below under Computer Information Systems. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

For majors and minors in the department, we provide mathematical and computer preparation for

- careers related to mathematics and computing
- careers in business and the professions
- careers in secondary, middle grades, and elementary teaching
- graduate school
- general living and a lifetime of continuing education.

Objectives of computer-related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications

tions of the computer.

In addition, the majors in Computer Science and Computer Information Systems gives the student facility with computer theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems.

Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the department office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina. Endorsements in mathematics at these levels and endorsement in computer science at the secondary level are also available.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A freshman-sophomore mathematics competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department.

Extracurricular activities include participation in national and regional mathematics competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

### — Requirements for Majors

## CORE CURRICULUM FOR MATHEMATICS MAJORS

Prerequisite: MAT 144 or placement

MAT 211 Calculus I (4)

MAT 212 Calculus II (4)

MAT 220 Linear Algebra (3)

MAT 250 Mathematical Reasoning (2)

MAT 313 Calculus III (3)

TOTAL .....16

## BACHELOR OF ARTS —

### Mathematics

1. Core Curriculum (16)
  2. At least one course chosen from (3)  
MAT 321 Modern Abstract Algebra  
MAT 410 Advanced Calculus  
MAT 415 Topics in Analysis  
MAT 425 Topics in Algebra  
MAT 434 Topics in Geometry and Topology
  3. MAT 499 Senior Seminar (3)
  4. Electives: Mathematics courses at 200 level or above (9)
- TOTAL hours required .....31
- Prerequisite hours: 3

## BACHELOR OF SCIENCE —

### Mathematics

1. Core Curriculum (16)
  2. MAT 410 Advanced Calculus (3)
  3. At least two courses chosen from (6)  
MAT 321 Modern Abstract Algebra  
MAT 415 Topics in Analysis  
MAT 425 Topics in Algebra  
MAT 434 Topics in Geometry and Topology
  4. MAT 499 Senior Seminar (3)
  5. Electives: Mathematics courses at 200 level work or above (9)
  6. CSC 201 Computer Science I with C++ (3)
  7. One of the following sequences: (8)  
CHE 111-112 General Chemistry I and II, or  
PHY 211-212 General Physics I and II
  8. A total of at least 12 semester hours in one of the following related areas: (4-12)  
Biology; business and economics; chemistry and physics; or computer science (this includes required courses above)
- TOTAL hours required .....52-60
- Prerequisite hours: 3

## BACHELOR OF SCIENCE —

### Computer Information Systems

1. Computer Science Courses  
CSC 201 Computer Science with C++ (3)  
CSC 203 Foundations of Computer Science (3)  
CSC 212 Computer Science II: Advanced Programming with C++ (3)  
CSC/MAT 262 Discrete Mathematics (3)  
CSC 301 Data Structures and Algorithms (3)  
CSC 420 Computer Science Seminar (1)
- TOTAL .....16

2. Computer Information Systems Courses  
Prerequisite: CIS 943; CIS 101 and CIS 112; or ICCT (0-2)  
CIS/BUS 120 Spreadsheets (1)  
Two additional 100-level CIS electives (2)  
CIS/CSC 312 Information Systems Management (3)  
CIS/CSC 315 Database Theory and Design (3)  
CIS 370 Ethics and Information Technology (1)  
CIS/CSC 407 Software Engineering (3)  
CIS 412 Systems Analysis and Design (3)  
Elective: Computer Science or Computer Information Systems courses at 200 level or above (3)  
TOTAL.....19-20
3. Mathematics Courses  
MAT 144, 120, or placement (3)  
MAT 245, Statistics (3)  
TOTAL.....6
4. Business and Economics Courses  
ACC 230 Accounting I (3)  
ACC 231 Accounting II (3)  
BUS 346 Management (3)  
BUS 366 Marketing (3)  
BUS 490 Corporation Finance (3)  
ECO 211 Microeconomics (3)  
TOTAL.....18
5. Cooperative Education or Internship  
COE 302 Cooperative Education (1-4)  
COE 403 Cooperative Education (1-4)  
CSC 930 Internship (1-4)  
Minimum of 4  
TOTAL hours required .....63-65  
Prerequisite hours: 0-2

## BACHELOR OF SCIENCE — Computer Science

1. Computer Science Courses  
Prerequisite: CIS 943; CIS 101 and CIS 112; or ICCT (0-2)  
CSC 201 Computer Science I with C++ (3)  
CSC 203 Foundations of Computer Science (3)  
CSC 212 Computer Science II: Advanced Programming in C++ (3)  
CSC/ MAT 262 Discrete Mathematics (3)  
CSC 301 Data Structures and Algorithms (3)  
CSC 311 Computer Organization (3)  
CSC/CIS 315 Database Theory and Design (3)  
CSC/MAT 360 Numerical Analysis (3)  
CSC 420 Computer Science Seminar (1)  
CSC 421 Topics in Computer Science (3)  
CSC 430 Operating Systems (3)  
Electives: any Computer Science course at 300 level or above (3)  
TOTAL.....34-36
2. Mathematics Courses  
MAT 144 or placement (3)  
MAT 211 Calculus I (4)  
MAT 212 Calculus II (4)  
MAT 220 Linear Algebra (3)  
MAT 245 Statistics I (3)  
TOTAL.....17
3. Science Courses  
PHY 211/241 General Physics I and Lab (4)  
PHY 212/242 General Physics II and Lab (4)  
TOTAL.....8
4. Cooperative Education or Internship  
COE 302 Cooperative Education (1-4)  
COE 403 Cooperative Education (1-4)  
CSC 930 Internship (1-4)  
Minimum of 4  
TOTAL hours required .....63-65  
Prerequisite hours: 0-2

## — *Licensure Requirements*

Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 120, MAT 144, or a calculus course.

Middle grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 144, 211, 245, 250 and 334. In addition, at least three hours in computer science or computer information systems are required.

Middle grades licensure in an area other than mathematics: MAT 120, MAT 144, or any calculus course.

Secondary licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science or computer information systems are required.

Licensure endorsements are available in mathematics and computer science. Requirements are available in the department office.

## — *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be

given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 and MAT 144 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, MAT 211 and MAT 144 upon completion of MAT 313 with a grade of C or higher.

### — Curriculum

#### Mathematics

##### MAT 120 FINITE MATHEMATICS

A study of numbers, sets, probability, simple and compound interest, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines.

*3 hours*

##### MAT 130 EXPLORING WITH MATHEMATICS

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fairness, Euler circuits, networks, sequences, population growth, descriptive statistics, symmetry, and fractals.

*3 hours*

##### MAT 144 FUNCTIONS AND GRAPHS

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

*3 hours*

##### MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators and computer packages. Prerequisite: MAT 144 or placement.

*4 hours*

##### MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Prerequisite: MAT 211 or placement.

*4 hours*

##### MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisite: MAT 211.

*3 hours*

##### MAT 245 STATISTICS I

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 120 or MAT 144 or equivalent level of mathematical maturity. Credit not available for both this course and SOC 375.

*3 hours*

##### MAT 250 INTRODUCTION TO MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

*2 hours*

##### MAT 262 DISCRETE MATHEMATICS

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC 262. Prerequisites: MAT 120 or MAT 144.

*3 hours*

##### MAT 299 HONORS MATH LAB

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs

contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Prerequisite/Corequisite: MAT 211.

*1 hour Honors Credit*

### **MAT 313 CALCULUS III**

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students will use a computer package. Prerequisite: MAT 212 or placement.

*3 hours*

### **MAT 321 MODERN ABSTRACT ALGEBRA**

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisite: MAT 250.

*Fall*

*3 hours*

### **MAT 334 MODERN COLLEGE GEOMETRY**

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four MAT courses, 200 level or above, including MAT 250.

*Fall, even-numbered years*

*3 hours*

### **MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS**

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisite: MAT 212 and MAT 245.

*Fall, odd-numbered years*

*3 hours*

### **MAT 345 STATISTICS II**

A continuation of MAT 245 which includes linear models (simple and multivariate), analysis of variance, and regression analysis (linear and non-linear). Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use statistical computer packages. Prerequisite: MAT 245 or equivalent.

*Spring, odd-numbered years*

*3 hours*

### **MAT 348 NON-PARAMETRIC STATISTICS**

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative (nominally scaled) and ranked data. Chi-squared tests, rank procedures,

Spearman rank-correlation, and other methods. Students will use statistical computer packages. Prerequisite: MAT 245 or equivalent.

*Spring, even-numbered years.*

*3 hours*

### **MAT 354 DIFFERENTIAL EQUATIONS**

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

*Spring, even-numbered years*

*3 hours*

### **MAT 360 NUMERICAL ANALYSIS**

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC 360. Prerequisite: MAT 212.

*Fall, even-numbered years*

*3 hours*

### **MAT 362 TOPICS IN DISCRETE MATHEMATICS**

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

*Spring, odd-numbered years*

*3 hours*

### **MAT 410 ADVANCED CALCULUS**

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313.

*Spring*

*3 hours*

### **MAT 415 TOPICS IN ANALYSIS**

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

*Fall*

*3 hours*

### **MAT 425 TOPICS IN ALGEBRA**

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisite: Usually MAT 250, but varies with the topic studied.

*Spring, odd-numbered years*

*3 hours*

### **MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY**

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250.

*Spring, even-numbered years*

*3 hours*

### **MAT 499 SENIOR SEMINAR**

Team problem solving, an individual research project, and selected readings in the discipline. The results of the



research project will be presented in both written and oral forms. A satisfactory score on the Mathematics Achievement Test is required for completion of the course. Prerequisites: A knowledge of presentation graphics, senior standing.

*Fall* *3 hours*

**MAT 764 METHODS OF TEACHING MIDDLE GRADES/SECONDARY MATHEMATICS**

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major. Prerequisite: Admission to Teacher Education Program or permission of instructor.

*Fall, odd-numbered years* *3 hours*

**MAT 910 TOPICS IN MATHEMATICS FOR MIDDLE GRADES LICENSURE**

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades licensure with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. To arrange to take this course, contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

*1 hour*

**Computer Information Systems**

*(See below for Computer Science)*

Courses with CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

Computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two or three class meetings per week for a four and one-half week period. They are all offered on a pass/fail basis. **CIS 101 Introduction to Computing and CIS 112 Word Processing are prerequisites for most other modules and many other courses across the campus that use the computer.** The Introduction to Computing & Word Processing Competency Test (ICCT) is offered at regular intervals and on demand to waive CIS 101 or CIS 112 prerequisites. However, no credit is given for taking and passing the ICCT. Information on the knowledge and skills covered by the ICCT can be obtained in the department office. Special topics in computing are offered in the mod-

ule format in addition to the modules listed.

**CIS 101 INTRODUCTION TO COMPUTING**

A basic introduction to using the PC with emphasis on a Graphical User Interface (GUI), such as Windows. An introduction to basic computer terminology; formatting and disk management; directory and file creation, use, and management will also be covered. An introduction to application software by using a wordprocessor. No prior knowledge of computers is required. Pass/fail grading.

*1 hour*

**CIS 112 WORDPROCESSING**

Formatting, storage, and retrieval of text-based documents including advanced features such as tables, columns, and merges. Extensive use of microcomputer software such as WordPerfect or MS Word. Prerequisite: CIS 101 or the former CSC 111, or CSC 201, or the competency test (ICCT). Pass/fail grading.

*1 hour*

**CIS 114 ADVANCED WORDPROCESSING**

Advanced office skills such as creating a database, sorting, and merging; advanced tables and spreadsheet features; integrating pre-drawn graphics into documents; and desktop publishing. Other topics include: hypertext, the equation editor, and other topics as determined by the interests of the students. This course includes a project. Hands-on use of software such as Microsoft Word. Prerequisite: CIS 943, CIS 112 or the ICCT. Pass/fail grading.

*1 hour*

**CIS 120 SPREADSHEETS**

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel, Lotus 1-2-3, or Quattro Pro. Also offered as BUS 120. Pass/fail grading.

*1 hour*

**CIS 131 PRESENTATION GRAPHICS**

Charting data by graphical representation and designing diagrams for presentation purposes. Extensive use of microcomputer software such as Microsoft Powerpoint. The course culminates in a project, of the student's choice, which is presented at the end of the course. Prerequisite: CIS 943, CIS 101, or the ICCT. Pass/fail grading.

*1 hour*

**CIS 140 DATABASES**

Creating a database structure, entering and updating data, generating reports based on querying the database.

This course includes a project. Hands-on use of software such as Microsoft Access. Prerequisite: CIS 943, CIS 101 or the ICCT. Pass/fail grading.

*1 hour*

#### **CIS 150 EXPLORING THE INTERNET**

Among the topics to be explored are: history of the Internet, "Netiquette", using e-mail and news, getting files with FTP, the World Wide Web, dialing up, downloading, uploading files, telnet and more! Prerequisites: CIS 943, CIS 101 or the ICCT. A Meredith College e-mail account must be obtained prior to the start of this course. Pass/fail grading.

*1 hour*

#### **CIS 154 CREATING PAGES FOR THE WORLD WIDE WEB**

Students learn to create their own Web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics. Level of work: 100. Prerequisite: CIS 150. Pass/fail grading.

*1 hour*

#### **CIS 312 INFORMATION SYSTEMS MANAGEMENT**

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Topics include information flow, information requirements of management, decision-making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CSC 312. Prerequisite: Any CSC course, or three CIS modules.

*Spring*

*3 hours*

#### **CIS 315 DATABASE THEORY AND DESIGN**

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in-depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC 315. Prerequisite: CSC 301.

*Fall, odd-numbered years*

*3 hours*

#### **CIS 370 ETHICS AND INFORMATION TECHNOLOGY**

Discussion of the ethical and legal issues created by the introduction of information technology into everyday life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisite: five credit hours in CIS and/or CSC courses.

*Spring*

*1 hour*

#### **CIS 407 SOFTWARE ENGINEERING**

Introduction to principles of design, coding, and testing of software projects. The software development cycle, managing the implementation of large computer projects; programming as part of a project team. Also offered as CSC 407. Prerequisite: CSC 301.

*Spring, odd-numbered years*

*3 hours*

#### **CIS 412 SYSTEMS ANALYSIS AND DESIGN**

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisite: CIS 312.

*Fall, even-numbered years*

*3 hours*

### **Computer Science**

*(See above for Computer Information Systems)*

Courses with CSC prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

#### **CSC 201 COMPUTER SCIENCE I WITH C++**

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document C++ programs using techniques of good programming style. Prerequisite: MAT 120 or MAT 144 and CIS 943, CIS 101 or the ICCT.

*3 hours*

#### **CSC 203 FOUNDATIONS OF COMPUTER SCIENCE**

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of compu-

tation). Prerequisite: CSC 201.

*Spring* 3 hours

**CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN C++**

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of C++, such as structs, pointers, dynamic memory allocation, objects and classes, are studied. Prerequisite: CSC 201.

3 hours

**CSC 262 DISCRETE MATHEMATICS**

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT 262. Prerequisites: MAT 120 or MAT 144.

3 hours

**CSC 301 DATA STRUCTURES AND ALGORITHMS**

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212 and CSC/MAT 262.

*Fall* 3 hours

**CSC 311 COMPUTER ORGANIZATION**

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisite: CSC 203.

*Fall, odd-numbered years* 3 hours

**CSC 312 INFORMATION SYSTEMS MANAGEMENT**

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Topics include information flow, information requirements of management, decision-making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CIS 312. Prerequisite: Any CSC course, or three CIS modules.

*Spring* 3 hours

**CSC 315 DATABASE THEORY AND DESIGN**

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in-depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS 315. Prerequisite: CSC 301.

*Fall, odd-numbered years* 3 hours

**CSC 360 NUMERICAL ANALYSIS**

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT 360. Prerequisite: MAT 212.

*Fall, even-numbered years* 3 hours

**CSC 407 SOFTWARE ENGINEERING**

Introduction to principles of design, coding, and testing of software projects. The software development cycle, managing the implementation of large computer projects; programming as part of a project team. Also offered as CIS 407. Prerequisite: CSC 301.

*Spring, odd-numbered years* 3 hours

**CSC 420 COMPUTER SCIENCE SEMINAR**

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers, and discussions of selected topics. Prerequisite: At least two CSC courses numbered 200 or above and junior or senior standing.

*Fall* 1 hour

**CSC 421 TOPICS IN COMPUTER SCIENCE**

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

*Spring* 3 hours

**CSC 430 OPERATING SYSTEMS**

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems. Prerequisite: CSC 301 and CSC 311.

*Spring, even-numbered years* 3 hours

*Under the auspices of Cooperating Raleigh Colleges, students in mathematics and computer science can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However with an additional year, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.*

*Students who wish advanced study and research in mathematics and computer science should consult with the department head and arrange for it through the special studies options listed on page 65.*

## MUSIC, SPEECH COMMUNICATION, AND THEATRE

*Professor D. Lynch, **Head**; Professors Clyburn, Fogle, F. Page, and Vaglio; Associate Professors Creagh, C. Rodgers, and Williams; Assistant Professors Book, Caldwell, W. Rodgers; Adjuncts Atchley, Blackledge, Brewer, Brockwell, C. Brown, W. Brown, Carter, Cherry, Daugherty, Downward, Dunson, Dyke, Eagle, Evans, Farrington, Fuller, M. Garriss, P. Garriss, Gilmore, Halverson, Hanford, Hudson, Jolly, Kauffman, Lohr, McKee, Mitchell, Morgan, Nelson, Newsome, Overmier, Pickard, Partridge, Poniro, Porterfield, Randolph, Riva-Palacio, Sanders, Sparks, A. Stephenson, E. Stephenson, and Thomas; Accompanists Gonzalez, Hoskins, and Rice; Technical Supervisor and Facilities Coordinator W. Brown.*

### — Purpose

THE STUDY OF MUSIC, SPEECH COMMUNICATION, and theatre at Meredith has a threefold emphasis: (1) the importance of the performing and communication arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing or communication arts; (3) involvement in the artistic life of the community.

The student who chooses a major or a concentration in the arts of performance or communication will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a minister, all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

### — Goals and Objectives

The objectives of the programs and courses offered by the Department of Music, Speech Communication, and Theatre are to encourage the student to

- develop creativity
- develop critical thinking skills
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body

- pursue careers in the performing arts, arts education, business and professional settings, churches
- develop aesthetic understanding through evaluation of important works of art related to music, speech communication, and theatre
- gain knowledge of basic artistic and philosophical movements in history
- gain knowledge and skills necessary to understand contributions of diverse cultures to music, speech, communication, and theatre
- understand the theoretical base applicable to each discipline
- promote involvement in the artistic life of the community
- understand and apply technology related to specific areas of music, speech, communication, and theatre
- understand the fundamental importance of arts education
- accumulate the knowledge and experiences necessary to develop reflective thinking
- perform in public.

#### — *Areas of Concentration*

The department offers the following programs:

- the Bachelor of Arts with majors in music, musical theatre, speech communication, or theatre
- the Bachelor of Music with majors in performance (concentration in instrument, voice, composition, or piano pedagogy) or in music education (concentration in choral/general or in instrumental music).

North Carolina teaching licensure, grades K-12, is available in music and in theatre.

A *Certificate in Church Music* may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, speech, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* with a major in performance and pedagogy is also offered. Information is available in the School of Music or in the John E. Weems Graduate School office.

## SCHOOL OF MUSIC

### — *Audition and Interview: Potential Music Majors*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

### — *Requirements for a Major in Music*

## BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses.....	32
Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8
Seminar in Music Literature 494 .....	2
Applied Music and Electives .....	16
Minimum in applied music.....	8

Graduation Recital 491 .....	1
Electives in Music .....	7
Ensembles .....	8 semesters

(For other B.A. programs in the department — major in speech communication, major in theatre, major in musical theatre, and teaching licensure in theatre — please see p. 153-158.)

## BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music.

### Major in Performance

<i>Liberal Arts and Sciences</i> .....	42
English composition .....	3
Major British Writers .....	3
Foreign language .....	6

(Students will be placed at the appropriate level by the foreign languages department. Students concentrating in voice will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)

Religion .....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Sciences .....	6
A. History of Western Civilization (3)	
B. Select a course from the following categories: eco-	

nomics, human geography, politics, psychology, sociology and anthropology (3)	
Mathematics and natural sciences .....	6-7
A. Mathematics (3)	
B. Natural Science (3-4)	
Select one course from the following categories: biology, chemistry, physical geography, physics	
Health and physical education .....	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences .....	1-8

<i>Music Courses</i> .....	82
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### 1. Concentration in Keyboard, Instrument, or Composition

Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8
Pedagogy 220, 322' .....	4
Conducting 300 and 301 or 302 .....	4
Seminar in Music Literature 494 .....	2
Seminar in Theory 495 .....	2
Literature of Applied Music 314' .....	2
Principal applied study .....	24
Secondary applied study(ies) .....	4
Junior Recital 390 .....	1
Graduation Recital 490 .....	1
Keyboard proficiency	
Music electives' .....	8
Ensembles .....	8 semesters

### 2. Concentration in Voice

Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8
Pedagogy 220 .....	2
Phonetics 256, 257, 258 .....	3
Conducting 300, 301 .....	4
Seminar in Music Literature 494 .....	2
Seminar in Theory 495 .....	2
Literature of Applied Music 314 .....	2
Voice .....	24

<sup>1</sup> Composition concentration: substitute Computers and Music 506 and Instrumentation 304

<sup>2</sup> Composition concentration: substitute Choral Arranging 308

<sup>3</sup> Composition concentration: 9 hours

Secondary applied study(ies) .....	4
Junior Recital 390 .....	1
Graduation Recital 490 .....	1
Keyboard proficiency .....	
Music electives .....	7
Choral ensembles .....	8 semesters

### 3. Concentration in Piano Pedagogy

Theory 100, 101,202, 203 .....	12
Keyboard 140, 141,242, 243 .....	4
Ear-Training 150, 151, 252, 253 .....	4
Music Literature 215 .....	2
Conducting 300 and 301 or 302 .....	4
Music History 310, 311,312, 313 .....	8
Literature of Applied Music 314 .....	2
Principal applied study (piano) .....	22
Secondary applied study(ies) .....	4
Pedagogy 220, 321,322, 423, 424, 425 .....	12
Lecture-recital or workshop 391 .....	1
Graduation Recital 490 .....	1
Electives in music .....	6
Accompanying .....	6 semesters
Choral ensembles .....	2 semesters

### Major in Music Education

<i>Liberal Arts and Sciences</i> .....	42
English Composition .....	3
Major British Writers .....	3
Foreign Language .....	6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)	
Religion .....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Science .....	9
A. History of Western Civilization (3)	
B. American Ethnic Relations (SOC 335) (3)	
C. Psychology of Exceptional Individuals (PSY 312) (3)	
Mathematics and Natural Sciences .....	7
Mathematics (3)	
Natural Science (4)	
(Select from one of the following categories: biology, chemistry, physics)	
Health and Physical Education <sup>4</sup> .....	4
(Choose four activities courses or two	

activities courses and a two hour course in health or first aid)	
Electives in liberal arts and sciences .....	4

### Music and Professional Education .....

(Choral/General Emphasis)	
Theory 100, 101,202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141,242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311,312, 313 .....	8
Woodwind Instruments 070 .....	2
Brass and Percussion Instruments 080 .....	2
String Instruments 060 .....	2
Guitar Lab 068 .....	1
Instrumentation 304 .....	1
Choral Arranging 308 .....	2
Conducting 300, 301 .....	4
Principal applied study .....	14
Secondary applied study(ies) .....	3

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Graduation Recital 491 .....	1
Keyboard proficiency	
Ensembles .....	7 semesters

### Music and Professional Education

#### (Instrumental Emphasis)

Theory 100, 101,202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141,242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311,312, 313 .....	8
Woodwind Instruments 070 .....	2
Brass and Percussion Instruments 080 .....	2
String Instruments 060 .....	3
Guitar Lab 068 .....	1
Instrumentation 304 .....	1
Orchestration 306 .....	2
Conducting 300, 302 .....	4
Principal applied study .....	14
Secondary applied study(ies) .....	2
(Secondary applied must include 1 hour of voice)	
Graduation Recital 491 .....	1
Keyboard proficiency	
Instrumental ensembles .....	7 semesters
Choral ensembles .....	2 semesters

<sup>4</sup> For music education majors, one semester of Marching Band at NC State University may be substituted for one activity course in physical education.

**Education, Methods, and Elective Courses**

Materials and Methods Elementary 720.....	2
Materials and Methods Middle 721 .....	2
Materials and Methods Secondary 722.....	2
(Choral/General Emphasis) or	
Materials and Methods Instrumental 723 .....	2
(Instrumental Emphasis)	
Educational Psychology 234 .....	3
Foundations of American Education 232.....	3
Student Teaching 439 (Block) .....	6
Reading (EDU 471) (Block) .....	1
Introduction to Audio/Visual Materials	
(EDU 441) (Block) .....	1

**— Certificate in Church Music**

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301 .....	4
Church Music 395, 396, 397.....	6
Internship 934 .....	4
Religion .....	12

(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)

Applied Music.....	18-28
Principal applied (14-24) — Complete 300 level	
(Organ, voice, or piano)	
Secondary applies .....	4
At least two semesters at 100 level in two of the following (other than principal applied):	
organ, piano, voice	
Graduation Recital 490 or 491 .....	1
Ensembles must include the following experiences:	
Choral ensembles (4 semesters)	
Handbells (2 semesters)	
Accompanying (6 semesters)	
(Students whose principal applied is organ or piano)	

**MASTER OF MUSIC**

*THE MASTER OF MUSIC IN PERFORMANCE and Pedagogy* emphasizes performance, teaching methods,

literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in a separate publication which may be obtained from the School of Music or from the John E. Weems Graduate School office.

**Non-Credit Program**

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

**Facilities**

**BUILDINGS:** Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

**EQUIPMENT:** A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities.



ties in the area.

**LIBRARY:** A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 5,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

### Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

**The Fletcher School of Performing Arts** at Meredith College brings internationally distinguished artists to the campus for residencies which include performances and master classes offered to students and community professionals. During 1997-1998, the Fletcher School brought baritone William Stone, vocal coaches Margo Garrett and Will Graham, Metropolitan Opera Company diction coach Nico Castel, opera director Carol Castel, violinist Nicholas Kitchen, and the Arman Ensemble, for residencies of several days each. In addition, the resident National Opera Company offered numerous open rehearsals and two complete opera performances.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

### — *Specific Requirements for Music Majors*

#### Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

#### Ensembles

The privilege of making music with others is essential to the development of musicianship, the opportunity to work with others under the leadership of gifted leaders, and the sense of community which is a hallmark of Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances are required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

### Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding the sophomore conference are available in the music office, the *Handbook for Music Students*, and from faculty advisers in music.

### Portfolio

Music majors are asked to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, and curricular checklists. Students and advisers review portfolios in advising conferences, the sophomore/transfer conference, and exit interviews.

### Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading. All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the *Handbook for Music Students*.

### Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

### — Curriculum: Music

Courses in music may fulfill humanities/fine arts general education requirements.

### Theory

#### MUS 100, 101 ELEMENTARY THEORY AND COMPOSITION

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly; at least one hour per week in the computer laboratory.

*Fall/Spring*

*3 hours each semester*

#### MUS 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Regular and accelerated sections are offered. Prerequisite: MUS 140 before MUS 141.

*Fall/Spring*

*1 hour each semester*

#### MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction, TAPMASTER, and PITCHMASTER systems in a lab setting to drill these skills. Prerequisites: students must be able to read music and to match pitch. MUS 150 before 151.

*Fall/Spring*

*1 hour each semester*

#### MUS 202, 203 ADVANCED THEORY AND COMPOSITION

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

*Fall/Spring*

*3 hours each semester*

#### MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary

associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.

*Fall/Spring* 1 hour each semester

#### MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.

*Fall/Spring* 1 hour each semester

#### MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.

*Fall* 1 hour

#### MUS 306 ORCHESTRATION

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisite: MUS 304.

*Spring* 2 hours

#### MUS 308 CHORAL ARRANGING

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.

*Spring* 2 hours

#### MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144, MUS 243.

1 hour

#### MUS 495 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.

*Spring* 2 hours

#### MUS 506 COMPUTERS AND MUSIC

An introduction to the world of computers and music applications to computing, including programming, flow-charting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet with specific emphasis upon musical resources.

*Fall* 2 hours

#### MUA 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

*Fall and Spring* 1 to 4 hours each semester

### History and Literature

#### MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.

*Fall/Spring* 3 hours

#### MUS 215 MUSIC LITERATURE

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors.

*Spring* 2 hours

#### MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS 101, MUS 215.

*Fall* 2 hours

**MUS 311 BAROQUE MUSIC**

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. An overview of jazz studies and jazz theory is related to Baroque practices. Prerequisites: MUS 101, MUS 215.

*Spring* 2 hours

**MUS 312 CLASSIC AND ROMANTIC MUSIC**

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

*Fall* 2 hours

**MUS 313 TWENTIETH CENTURY MUSIC**

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

*Spring* 2 hours

**MUS 314 LITERATURE OF APPLIED MUSIC**

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

2 hours

**MUS 455 OPERA WORKSHOP**

A course focusing on preparation and performance of opera scenes. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a recital of opera scenes at the end of each semester.

*Fall and spring* 2 hours

**MUS 494 SEMINAR IN MUSIC LITERATURE**

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

*Fall* 2 hours

**MUS/THE 496 SEMINAR IN MUSICAL THEATRE**

See the course description for THE/MUS 496, p. 156.

*Fall, odd-numbered years* 3 hours

**Music Education, Pedagogy, Phonetics****MUS 060 STRING INSTRUMENTS**

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

*Fall and Spring* 1 to 3 hours each semester

**MUS 070 WOODWIND TECHNIQUES**

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate methods for beginning and intermediate players are discussed and special techniques (such as muting, double-tonguing, etc.) are demonstrated.

*Spring* 2 hours credit

**MUS 080 BRASS AND PERCUSSION TECHNIQUES**

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments (tambourine, triangle, etc.) and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed.

*Fall* 2 hours credit

**MUS 220 PEDAGOGY I**

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area, as needed. Prerequisite: MUS 101, MUS 215.

*Spring* 2 hours

**MUS 321 PEDAGOGY II**

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.

*Fall* 2 hours

**MUS 322 PRACTICUM**

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

*Fall and spring* 1 hour each semester

**MUS 423 PEDAGOGY III**

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.

*Spring* 2 hours

**MUS 424 PRACTICUM**

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

*Fall and spring* 1 hour each semester

**MUS 425 SEMINAR/INTERNSHIP**

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 hours

**MUS 256, 257, 258 PHONETICS FOR SINGERS**

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature. 256: English and Italian; 257: French; 258: German.

1 hour each semester

**MUS 300 BEGINNING CONDUCTING**

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented. Prerequisite: MUS 101.

*Fall* 2 hours

**MUS 301 CHORAL CONDUCTING AND LITERATURE**

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisite: MUS 300.

*Fall/Spring* 2 hours each semester

**MUS 302 INSTRUMENTAL CONDUCTING**

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Prerequisite: MUS 300.

*Spring, odd-numbered years* 2 hours

**MUS 503 ADVANCED CONDUCTING**

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

2 hours

**MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS**

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

*Fall* 2 hours

**MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS**

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101, 151.

*Spring* 2 hours

**MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS**

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

*Fall* 2 hours

**MUS 723 INSTRUMENTAL MATERIALS AND METHODS**

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

*Spring* 2 hours

**MUS 744 MUSIC IN THE ELEMENTARY SCHOOL**

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and

Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100.

*Fall/Spring*

*2 hours*

### Church Music

#### MUS 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

*2 hours*

#### MUS 396 HYMNOLOGY

A study of the hymns of the Christian church, their history, and their function in worship.

*2 hours*

#### MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

*2 hours*

#### MUS 934 INTERNSHIP IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

*1 to 2 hours per semester*

### Ensembles

Because of the essential nature of making music with others and building a sense of community as musicians, all undergraduate music majors are required to participate in ensemble eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances are required. All music majors are strongly encouraged to

participate in additional ensembles to augment their performance experience at Meredith.

#### MUS 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

*1 hour each semester*

#### MUS 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester, except for the two semesters that they are in a choral ensemble. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, one of the following is expected for one hour of credit:

- a) Prepare to accompany a recital for one major;
- b) Accompany lessons, jury examinations, and student recital appearances for one major;
- c) Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or
- d) Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

*1 hour each semester*

#### MUS 237 INSTRUMENTAL ENSEMBLE

##### MUS 237A MEREDITH WIND ENSEMBLE

##### MUS 237B MEREDITH FLUTE ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor.

*1 hour each semester*

#### MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

*1 hour each semester*

#### MUS 239 HANDBELL CHOIR

Handbell ringers perform on and off campus in two separate ensembles (beginning and advanced) Solo and ensemble ringing opportunities. Students must be able to

read music.

*1 hour each semester*

#### MUS 334 MEREDITH CHORALE

A select group of about 25 singers who represent the College on campus and on tour. By audition only.

*1 hour each semester*

#### MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos.

*1 hour each semester*

#### MUS 434 VOCAL ENSEMBLE: *ENCORE!*

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Corequisite (for voice majors only): MUS 334.

*1 hour each semester*

### Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will learn skills in improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

<i>Semester Hours Credit</i>	<i>Weekly Half- Hour Lessons</i>	<i>Weekly Practice Hours</i>
1	1	5
2	2	10
3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

### Recital

Each student giving a recital (sophomore, junior, lec-

ture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

*1 hour each semester*

#### MUA 290 SOPHOMORE RECITAL

#### MUA 390 JUNIOR RECITAL

#### MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

#### MUA 490 GRADUATION RECITAL (*Performance Majors*)

A 50- 60-minute recital including music at senior (400) level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance.

#### MUA 491 GRADUATION RECITAL (*B.A. or music education*)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music.

### Piano

*Professor Clyburn, Coordinator; Professor Fogle; Adjuncts Blackledge, Brown, Daugherty, Evans, Jolly, Lohr, Mitchell, Pickard, Riva-Palacio, and A. Stephenson.*

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the *Piano Handbook*.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

**MUA 040 BEGINNING CLASS PIANO**

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transportation, chords, ensemble playing. Pass-fail grading.

1 hour

**MUA 041 INTERMEDIATE CLASS PIANO**

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass-fail grading. May be repeated for credit.

1 hour

**MUA 044 PREPARATORY PIANO**

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

**MUA 144 PIANO I**

J.S. Bach — Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition, composed after 1950.

**MUA 244 PIANO II**

J.S. Bach — A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

**MUA 344 PIANO III**

J.S. Bach — A prelude and fugue from WTC, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a large Romantic work; a piece or movement from the piano ensemble literature.

**MUA 444 PIANO IV**

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

**Organ**

*Professor D. Lynch, Coordinator; Adjuncts Cherry, Downward, and M. Lynch.*

**MUA 145 ORGAN I**

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine

Chorales; works of comparable difficulty from all periods; hymn playing.

**MUA 245 ORGAN II**

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

**MUA 345 ORGAN III**

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

**MUA 445 ORGAN IV**

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

**Harpisichord**

**MUA HARPSICHORD 146, 246, 346, 446 Adjunct Blackledge**

**Violin**

*Adjunct Professor Garriss, Coordinator of Instrumental Music; Adjuncts Atchley, M. Garriss, Gettes, Partridge, and Randolph.*

**MUA 164 VIOLIN I**

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

**MUA 264 VIOLIN II**

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

**MUA 364 VIOLIN III**

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

**MUA 464 VIOLIN IV**

Scales in thirds and octaves; etudes by Rode and Gaviniés; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

**Orchestral Instruments**

Courses are also available in the following applied studies:



MUA VIOLA 165, 265, 365, 465 Adjunct Sanders

MUA CELLO 166, 266, 366, 466 Adjunct Hudson

MUA DOUBLE BASS 167, 267, 367, 467 Adjunct Dyke

MUA FLUTE 174, 274, 374, 474 Adjunct Nelson

MUA CLARINET 175, 275, 375, 475 Adjunct Gilmore

MUA OBOE 176, 276, 376, 476 Adjunct Newsome

MUA SAXOPHONE 177, 277, 377, 477 Adjunct Gilmore

MUA BASSOON 178, 278, 378, 478

MUA PERCUSSIONS 189, 289, 389, 489 Adjunct Overmier

### Guitar

*Adjuncts E. Stephenson and Dunson*

#### MUA 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

*1 hour each semester*

*Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.*

#### MUA 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani.

#### MUA 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

#### MUA 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

#### MUA 468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

*Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.*

### Voice

*Associate Professor Williams, Coordinator, Adjuncts*

*Carter, Farrington, Poniro, Sparks, and Thomas; Accompanists Gonzalez, Hoskins, and Rice.*

#### MUS 050 BEGINNING CLASS VOICE

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

*Fall and spring*

*1 hour*

#### MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

#### MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

#### MUA 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

#### MUA 454 VOICE IV

Technical work continued, stressing flexibility.

Total repertoire (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

### Speech Communication and Theatre

*Associate Professor Creagh, Coordinator; Associate Professor C. Rodgers, Director of Theatre; Assistant Professors Book and W. Rodgers; Adjuncts, Brewer, Hanford, Kauffman, Morgan, and Porterfield; Technical Supervisor Brown.*

#### — Speech Communication

The courses in speech communication are designed to develop skills in public and interpersonal communication. Critical thinking is a focus of communication studies, primarily as it is embodied in the clear, logical, and creative expression of ideas. The communication curricu-

lum provides the student with a detailed understanding of the way communication functions in the individual consciousness, society, culture, business, and the arts. Students of communication frequently are employed in the fields of management, marketing, public relations, telecommunications, education, and speech therapy. Presentational skills applicable to most fields of endeavor are the focus of the introductory level courses. Upper level courses provide arenas for the theoretical and ethical reflection on the uses of these practical skills.

### — Requirements for a Major

#### Major in Speech Communication

The Bachelor of Arts with a major in speech communication prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes effective communication. Speech communication is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech communication requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

Required Courses .....	23
Speech 150 (Voice and Articulation) .....	3
Speech 225 (Fundamentals of Speech) .....	3
Speech 260 (Interpersonal Communication) .....	3
Speech 326 (Oral Interpretation of Literature) .....	3
Psychology 410 (Social Psychology)* .....	3
Advanced Rhetoric (English 358, or approved equivalent)* .....	3
Speech 410 (Senior Practicum) .....	1
Speech 494 (Human Communication: Psychological Perspectives) .....	3
Theatre 240 (Practicum: Publicity/House Management) .....	1
Related Studies .....	12

Twelve additional hours are required in speech communication or other departmentally approved electives. The choice of electives must be approved by the student's adviser. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

Examples of approved electives include ART 140, BUS 366, BUS 384, BUS 446, BUS 448, BUS 467, ENG 245, CD 335, ENG 475, POL 301, POL 303, PHI 210, PSY 212, PSY 312, PSY 332, PSY 530, SOC 335, SPE

270, SPE 350, SPE 400.

Minors are available in speech communication. There is also a program to prepare interested speech communication majors for graduate licensure programs in speech pathology (see Coordinator for this program). A number of communication internships are available in public relations, television, radio, education, and speech therapy.

Courses in Speech Communication may fulfill humanities-fine arts area distribution requirements.

#### SPE 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

*Fall/Spring*

*3 hours*

#### SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

*Fall/Spring*

*3 hours*

#### SPE 250 INTRODUCTION TO VIDEO PRODUCTION

A detailed study of S-VHS editing equipment and cameras. The course will concentrate on the proper techniques used to create video messages and on the care and operation of video equipment.

A video project and two written exams are also required. Completed student projects will air on Meredith College Television, providing the students first-hand experience creating and disseminating messages via television.

*Fall/Spring*

*2 hours*

#### SPE 260 INTERPERSONAL COMMUNICATION

An introduction to relational and intrapersonal communication. The student should increase her sensitivity to other cultures by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities,

\* Students are expected to meet the requirements of prerequisite course work or admission by permission of instructors for these courses.

and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

*Fall, Spring*

*3 hours*

#### **SPE 270 AMERICAN SIGN LANGUAGE**

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language by the end of the course. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. Particularly recommended for majors interested in careers in speech pathology or public education. Prerequisite: SPE 150 or departmental permission.

*Fall, Spring*

*2 hours*

#### **SPE 326 THE ORAL INTERPRETATION OF LITERATURE**

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

*Fall, Spring*

*3 hours*

#### **SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS**

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in career settings. Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

*Fall*

*3 hours*

#### **SPE 360 TELEVISION PROGRAM DESIGN**

This course teaches the student a variety of writing, directing, and editing techniques used in radio, television, video, and film. Emphasis will be on constructing messages for the television format. These scripts will include radio and television news, the informational or documentary format, and the drama. Students will study some basic directing and editing concepts for shot composition and sequencing.

*Spring*

*3 hours*

#### **SPE 400 SPECIAL TOPICS ON COMMUNICATION**

A seminar that will investigate a specific topic from a communication perspective. The course will attempt to address the various communication contexts that are the basis of current pedagogy in the field. These contexts

include rhetorical criticism, mass communication, interpersonal communication, and organizational communication. Examples of specific topics include nonverbal communication, persuasion, and mass communication. May be taken on multiple occasions when topics vary.

*3 hours*

#### **SPE 410 SENIOR THESIS**

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the major adviser. A detailed outline and annotated bibliography is required by midterm.

*1 hour*

#### **SPE 494 HUMAN COMMUNICATION: PSYCHOLOGICAL PERSPECTIVES**

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

*Fall*

*3 hours*

#### **SPE 920 PROJECT: AREA OF SPECIALIZATION**

*A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).*

*1 to 3 hours*

#### **SPE 930 COMMUNITY INTERNSHIPS**

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available in speech pathology, public relations, tutoring at the N.C. Women's Correctional Institute, N.C. State Government, local television stations, as well as summer internships with major television networks, for interested and qualified applicants.

*1 to 3 hours*

#### **SPE 940 SPECIAL TOPICS**

Advanced coursework in a selected context of communication such as Persuasion or Interpersonal Communication.

## Theatre

### — Requirements for a Major

#### 1. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or toward a focus on performance or production.

<b>Core.....</b>	<b>24</b>
Theatre 114 (Introduction to Theatre) .....	3
Theater 224 (Basic Acting) .....	3
Theater 230-242 (Practica — at least three different areas) .....	3
Theatre 245 (Stagecraft) .....	3
Theatre 316, 317 (History) .....	6
English 350 (Topics in Drama) (must be approved by adviser), or	
English 355 or 356 (Shakespeare) .....	3
Theatre 490 (Project: area of specialization)3	

#### **Additional Courses.....12**

The student must select at least 12 credit hours from the following list of courses:

Speech 150 (Voice and Articulation) .....	3
Theatre 214 (Creative Dramatics) .....	3
Theatre 230-242 (Theatre Practicum) (areas of study to be determined in consultation with major adviser) .....	1-3
Theatre 246 (Lighting and Sound) .....	3
Theatre 247 (Costume and Makeup)155 3	
Theatre 324 (Intermediate Acting) .....	3
Theatre 424 (Advanced Acting) .....	3
Theatre 425 (Directing) .....	3
Theatre 495 (Seminar in Musical Theatre) .....	3
Theatre 499 (Internship) .....	1-3

Students majoring in theatre are expected to participate in departmental productions.

#### 2. Major in Musical Theatre

Candidates for the Bachelor of Arts in Musical Theatre must earn 67 hours of credit, divided among music, dance, and theatre, as indicated below.

This interdisciplinary major is designed to include studies in professional aspects of musical theatre; achievement

as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

Specific requirements are:

<b>Music.....</b>	<b>30</b>
MUS 100, 101, 202 (Theory) .....	9
MUS 150, 151, 252, 253 (Ear-Training) .....	4
MUS 215 (Music Literature) .....	2
MUS 310, 311, 312, or 313 (Music History — choose one) .....	2
MUA 154, 254 (Voice) .....	8
<i>(Study in voice must continue each semester throughout the program)</i>	
2 semesters of piano study: any combination of	
MUS 040, MUS 140, MUA 044, MUA 144 .....	2
MUS/THE 496 (Seminar in Musical Theatre) .....	3
<b>Dance .....</b>	<b>9</b>
DAN 159 (Movement Improv) .....	2
DAN 251, 351, or 451 (Ballet II, III, or IV) .....	1
DAN 253, 353, or 453 (Modern II, III, or IV) .....	1
DAN 254, 354, or 454 (Jazz II, III, or IV) .....	1
DAN 252 (Choreographic Projects) .....	1 or
DAN 355 (Creative Arts Touring Company) .....	1
DAN 455 (Dance Production) .....	3
<i>In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.</i>	
<b>Theatre .....</b>	<b>28</b>
THE 114 (Intro to Theatre) .....	3
THE 224, 324 (Acting) .....	6
THE 245 (Stagecraft) .....	3
THE 316 (Theatre History I) .....	3
ENG/THE 350 (Topics in Drama) .....	3
SPE 150 (Voice & Articulation) .....	3
THE 490 (Senior Project) .....	1
THE 499 (Internship at NCT [administrative]) .....	1
THE 233 (Practicum: Lighting) .....	1
THE 234 (Practicum: Sound) .....	1
THE 235 (Practicum: Costuming) .....	1
THE 236 (Practicum: Makeup) .....	1
THE 241 (Practicum: Publicity/box office) .....	1

**Ensemble requirements:** 8 ensemble experiences in music, theatre, or dance ensembles. These should be distributed among the three disciplines.

### 3. Teaching Licensure in Theatre

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

Minors are available in theatre and musical theatre. Theatre internships are available to qualified students in professional stock companies (primarily in the summer months).

Courses in theatre may fulfill humanities/fine arts general education requirements.

#### THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

*Fall, Spring* 3 hours

#### THE 214 CREATIVE DRAMATICS

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

*Spring* 3 hours

#### THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 114 or permission of the instructor.

*Fall, Spring* 3 hours each semester

#### THE 230-242 THEATRE PRACTICUM

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

*Fall, Spring* 1 hour each section

- 230 Performance (acting)
- 231 Performance (dance)
- 232 Performance (music)
- 233 Lighting
- 234 Sound
- 235 Costuming
- 236 Makeup
- 237 Stage Management
- 238 Scenic Construction
- 239 Scenic Design
- 240 House Management
- 241 Publicity and Box Office
- 242 Directing

#### THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

*Fall, even-numbered years* 3 hours

#### THE 246 LIGHTING AND SOUND

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

*Spring* 3 hours

#### THE 247 COSTUME AND MAKEUP

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. Prerequisite: THE 245 or permission of the instructor.

*Fall, odd-numbered years* 3 hours

#### THE 316 HISTORY OF THEATRE—CLASSIC THROUGH ROMANTIC

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of pro-

duction (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

*Fall, even-numbered years* 3 hours

#### THE 317 HISTORY OF THEATRE—MODERN THROUGH CONTEMPORARY

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

*Spring, odd-numbered years* 3 hours

#### THE/ENG 350 MODERN DRAMA

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov and Shaw, the class will explore important twentieth century plays and conclude with contemporary pieces by Norman and Hwang. Work will include substantial reading and writing, with viewing and reviewing of performances. Cross-listed as ENG 350.

*Spring* 3 hours

#### THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 114 and permission of the instructor.

*Fall, odd-numbered years* 3 hours

#### THE 490 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

*Fall, Spring* 1 to 3 hours

#### THE/MUS 496 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

*Fall, odd-numbered years* 3 hours

#### THE 499 INTERNSHIP: AREA OF SPECIALIZATION

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organiza-

tion to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.

*Fall, Spring, or Summer* 1-3 hours

#### THE 735 METHODS OF TEACHING THEATRE

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE 214.

*Fall* 3 hours

*Students who wish advanced study in music, speech, or theatre should consult with the department head and arrange for it through the special studies options listed on page 65. Students may elect courses through the Cooperating Raleigh Colleges.*

## PSYCHOLOGY

*Professor Huber, **Head**; Professors Aubrecht, Heining-Boynton, and Hornak; Associate Professors Edwards and Fairbank; Adjuncts Gilleland and Kraft*

THE GOAL OF THE PSYCHOLOGY DEPARTMENT is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

**PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.**

### — Requirements for a Major in Psychology

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

- Social (PSY 210, 212, 310, 312, 410)
- Clinical (PSY 120, 320, 324, 420, 422, 424)
- Experimental (PSY 330, 332, 334, 430, 432)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

*Note: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.*

### — Curriculum

#### PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiologi-

cal basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

*3 hours*

#### PSY 120 STRESS MANAGEMENT

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

*1 hour*

#### PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Prerequisite: CIS 101 or demonstrated competency by test.

*3 hours*

#### PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

*3 hours*

#### PSY 212 PSYCHOLOGY OF SEX ROLES

The understanding of sex roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes.

*3 hours*

#### PSY 300 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Prerequisite: PSY 200. Prerequisite: CIS 112 or demonstrated competency by test.

*4 hours*

#### PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy

to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings.

*3 hours*

**PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS**

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course.

*3 hours*

**PSY 320 ABNORMAL PSYCHOLOGY**

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

*3 hours*

**PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION**

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

*3 hours*

**PSY 330 NEUROPSYCHOLOGY**

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena.

*Fall*

*3 hours*

**PSY 332 PERCEPTION**

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

*Spring*

*3 hours*

**PSY 334 ANIMAL BEHAVIOR**

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleoanthropology, primate behavior, and behavior genetics.

*Spring*

*3 hours*

**PSY 340 COMMUNITY FIELD EXPERIENCE**

A field experience in psychology involving application

of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. Credit: variable, 1-3 hours. Pass/fail grading.

*Fall/Spring*

**PSY 342 AUTISM PRACTICUM**

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Lab and in the child's home. Credit: variable, 2-3 hours.

*Fall/Spring*

**PSY 410 SOCIAL PSYCHOLOGY**

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self-consciousness, aggression, altruism, and social cognition.

*Spring*

*3 hours*

**PSY 420 THEORIES OF PERSONALITY**

Major contemporary theories of personality. Theories evaluated in light of research findings.

*Fall*

*3 hours*

**PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION**

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.

*Fall*

*3 hours*

**PSY 424 THEORY AND PRACTICE IN COUNSELING**

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and video-taping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this class. Junior/senior status.

*3 hours*

**PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY**

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers.

*Spring*

*3 hours*



**PSY 432 MEMORY, LANGUAGE, AND COGNITION**

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving.

*Fall* 3 hours

**PSY 440 SPECIAL TOPICS IN PSYCHOLOGY**

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upperclass standing. Topics may include current trends in research and/or professional issues (e.g., multicultural counseling, environmental psychology, research in gerontology). A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement.

*Variable credit 1-3*

**SENIOR THESIS**

The interested and qualified student may elect to undertake a senior research project under the special studies option.

**RELIGION AND PHILOSOPHY**

*Assistant Professor Badham, Head; Professors Cochran, Page, Vance; Assistant Professor Burlein; Adjuncts Fodor and Smith.*

THE DEPARTMENT OFFERS A MAJOR IN RELIGION and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

— *The General Education Requirement in Religion (see page 48) may be completed as follows:*

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

— *Requirements for a Major in Religion*

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- Religion and society (REL 244, 248, 341, 342, 343)
- Biblical studies (REL 262, 265, 266, 268)
- Religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally-oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

### — Curriculum

#### Religion

##### REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time.

*3 hours*

##### REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

*3 hours*

##### REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

*3 hours*

##### REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

*3 hours*

##### REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

*3 hours*

##### REL 266 PAULINE LITERATURE

A study of the development of early Christian life and thought as found in the work and writings of Paul.

*3 hours*

##### REL 268 WOMEN AND THE BIBLE

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

*3 hours*

##### REL 283 WOMEN IN THE CHRISTIAN TRADITION

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

*3 hours*

##### REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike.

*3 hours*

##### REL 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

*3 hours*

##### REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

*3 hours*

##### REL 297 CONTEMPORARY RELIGIOUS ISSUES

Selected topics in religion.

*1 hour*

##### REL 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

*3 hours*

##### REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences.

*3 hours*

##### REL 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law

in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

3 hours

#### REL 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership.

3 hours

#### REL 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

3 hours

#### REL 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined.

3 hours

#### REL 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

3 hours

### Philosophy

#### PHI 201 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

3 hours

#### PHI 205 POLITICAL IDEAS SEMINAR

Selected readings from original sources in the area of political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors who should take it in their sophomore or junior years.) Prerequisite: ENG 111. Also offered as POL 205.

Spring

3 hours

#### PHI 210 CRITICAL THINKING

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and

direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

3 hours

#### PHI 251 ANCIENT GREEK PHILOSOPHY

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

3 hours

#### PHI 252 MODERN PHILOSOPHY

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

3 hours

#### PHI 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

3 hours

*Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 65.*

*Students may elect courses through the Cooperating Raleigh Colleges.*

## SOCIOLOGY and SOCIAL WORK

*Professor Sumner, Head; Professors Bishop and Zingraff, Director of Program in Sociology; Assistant Professors Brown and Glumm; Adjuncts Albers and Martin.*

THE DEPARTMENT OFFERS A MAJOR IN SOCIOLOGY and a major in social work. A Bachelor of Arts degree is conferred with each major.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through Career Services.

### — Prerequisites for Sociology Courses:

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

### — Requirements for a Major or Minor in Sociology

For a major, a minimum of 30 hours in sociology is required. Preferably by the end of the junior year, SOC 230, 374, and 375 must be completed. Preferably during the senior year, SOC 471, 472, 473, 489 and 496 must be completed. These schedule preferences favor the student's course progression and should be observed as much as possible. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

### — Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101; SOC 230, 376; PSY 100; POL 100 (15 semester hours).

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 310, 401, 402, 403 (37 semester hours).

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional generalist social work practice.

Life and Work Experience: The program does not give credit for social work required courses for life and work experience.

Enrollment in practice courses and field: Only social work majors may enroll in social work practice courses (SWK 304, SWK 305, SWK 401) and the field placement (SWK 402) and seminar (SWK 403).

Admissions: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

### — Requirements for a Minor in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

### — Requirements for a Minor in Women's Studies

Twenty-one hours, including a community internship, may be selected from the designated catalogue courses (IDS 200, PSY 212, REL 268, REL 283, ART 324, ECO 335, SOC 330, FCS 355, SOC 376) or from approved special studies courses (e.g., HIS/History of Women, ENG/ American Women Writers, DAN/ Bodies of Knowledge, POL/ Gender Politics, FRE, GER, SPA/Women's Literature, SOC/Gender, Race and Labor). The internship and any other special studies or equivalent courses must be selected in consultation with the Director of Sociology.

— *Curriculum***Sociology****SOC 230 PRINCIPLES OF SOCIOLOGY**

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

*Fall and Spring*

*3 hours*

**SOC 231 SOCIAL PROBLEMS**

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed.

*3 hours*

**SOC 260 CULTURAL ANTHROPOLOGY**

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions and solutions to the challenges of social existence.

*3 hours*

**SOC 330 FAMILIES AND CHILD WELFARE**

A study of families in contemporary society with an emphasis on the needs of children, current family problems, and controversies about family forms. Topics covered include the impact of divorce, family poverty and lone parenthood, particularly as they affect children. Special emphasis will also be placed on explanations and interventions for family situations involving violence, child abuse and neglect. Diversity arising from race, ethnicity, social class and social changes will be examined.

*Spring*

*3 hours*

**SOC 332 HUMAN SEXUALITY**

The research literature on sexual interests, behaviors and relationships is reviewed as we discuss the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society.

*Spring*

*3 hours*

**SOC 335 RACE AND ETHNIC RELATIONS**

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a

minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explored.

Prerequisites, EDU 232 or 200 level SOC.

*3 hours*

**SOC 336 CRIMINOLOGY**

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered.

*Fall*

*3 hours*

**SOC 337 CORRECTIONS**

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

*Alternate years; Spring*

*3 hours*

**SOC 340 AGING AND RETIREMENT**

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

*Alternate years, Fall*

*3 hours*

**SOC 341 SOCIOLOGY OF RELIGION**

For description, see REL 341

*3 hours*

**SOC 374 SOCIAL RESEARCH PRINCIPLES**

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL 374.

*Fall*

*3 hours*

**SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS**

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in this course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Also offered as POL 375.

*Spring*

*3 hours*

**SOC 376 OPPRESSED GROUPS AND SOCIAL JUSTICE**

This course introduces students to the dynamics and

consequences of oppression. The first half of the course will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by race, ethnicity, class, gender, sexual orientation, and/or disablement. The second half of the course will look at strategies for social justice and movements for social change.

*Spring*

*3 hours*

#### **SELECTED TOPICS IN SOCIOLOGY**

These courses encourage students to explore assorted subjects in sociology for greater depth in the field and greater readiness for advanced degree programs. Student interests and faculty availability determine which specific selections will be offered at any given time. There will be some choice from this category every semester.

*Fall and Spring*

#### **SOC 430 POPULATION DYNAMICS**

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of people fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences.

*3 hours*

#### **SOC 431 SOCIAL STRATIFICATION**

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households and of nations of socially structured groups receive specific treatment.

*3 hours*

#### **SOC 432 SOCIOLOGY OF ORGANIZATIONS**

This course is designed to explore local, state, national and global bureaucracies. The emphasis is on social structure, policy and change in organizational environments. Through analysis of the development and spread of large-scale organizations, we understand more fully how the behavior of populations may be controlled. Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another.

*3 hours*

#### **SOC 433 SOCIOLOGY OF EDUCATION**

This course will analyze the complex mutual influences

between education, social class, race, gender and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The structure of education in the United States is compared with systems in other nations for instructive policy analysis. EDU 232 may serve as prerequisite for students without a 200 level sociology course.

*3 hours*

#### **SOC 471 SOCIOLOGY SERVICE PROJECT**

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No less than 50 hours of service must be completed, along with a written report connecting the experiential lessons to central themes or theories in sociology. Prerequisite: at least 12 SOC credits. Pass/Fail Grading.

*Fall and Spring*

*1 hour*

#### **SOC 472 SOCIOLOGY LITERATURE REVIEW**

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and should be taken just prior to SOC 496. Pass/Fail Grading.

*Fall and Spring*

*1 hour*

#### **SOC 473 PROFESSIONAL DEVELOPMENTS IN SOCIOLOGY**

This seminar examines the practice of sociology as a profession, including the code of ethics, the growing emphasis on applied and clinical sociology by the national and regional professional associations, and the contributions made by sociologists to specific legislative initiatives. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are interviews, readings, and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail Grading

*Fall and Spring*

*1 hour*

#### **SOC 489 SOCIAL THEORY**

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by exten-

sions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.

*Fall* 3 hours

#### **SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS**

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites, SOC 374, 375, 472.

*Spring and Fall* 3 hours

#### **SOC 530 HEALTH AND SOCIAL SYSTEMS**

An examination of the problems, practices, and issues found in health care systems. Topics include the social facets of health and disease, the functions of health care organizations, the relationship of health care delivery to other social organizations, the behavior of health care practitioners and consumers, social group differences in rates of illness, factors in the social environment that affect rates of illness, and the comparison of health services in the United States to other countries. Also offered as MHA 530. Prerequisite: graduate standing or permission of instructor.

*Spring* 3 hours

### **Social Work**

#### **SWK 241 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE**

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test out their interest in social work practice through the completion of 30 hours of volunteer work in a social welfare agency.

*Fall, spring, and summer* 3 hours

#### **SWK 302 SOCIAL POLICY ANALYSIS**

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisite, SWK 241, POL 100.

*Spring and summer* 3 hours

#### **SWK 304 GENERALIST PRACTICE WITH INDIVIDUALS**

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by

working with individuals, families, and small groups. The development of professional communication skills is also emphasized. Open to social work majors only. Prerequisite; prerequisite or corequisite, SWK 307 or SWK 308.

*Fall and spring* 3 hours

#### **SWK 305 GENERALIST PRACTICE WITH FAMILIES AND GROUPS**

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and small groups and develop and test out skills in applying generalist interventive techniques to practice with families and groups. Consideration is given to adaptation of techniques to facilitate work with minority and ethnic families and groups. Open to social work majors only. Prerequisite, SWK 241, SWK 304; prerequisite or corequisite, SWK 307 and SWK 308.

*Spring* 3 hours

#### **SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: INFANCY THROUGH CHILDHOOD**

Use of the systems framework for selecting and using knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of infancy and childhood are covered. Prerequisites: SOC 230, PSY 100, BIO 101 prerequisite or corequisite, SWK 241.

*Fall and summer of odd years* 3 hours

#### **SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: ADOLESCENCE THROUGH AGING**

Use of the systems framework for selecting and using knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adolescence, adulthood, and aging are covered. Prerequisites: PSY 100, BIO 101, SOC 230; SWK 241, prerequisite or corequisite, SWK 241.

*Spring and summer of odd years* 3 hours

#### **SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK**

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential, and correlation statistics are introduced and students practice application of

evaluative research principles and statistics with appropriate computer software.

*Fall* 3 hours

#### SWK 310 EVALUATION OF SOCIAL WORK PRACTICE

Students design an evaluation of practice project and implement it in a social work practice setting. Students register for the course the semester prior to the social work field placement and complete the project in a social agency during the field placement. Prerequisite, SWK 309.

*Fall and spring* 1 hour

#### SWK 401 GENERALIST PRACTICE WITH ORGANIZATIONS AND COMMUNITIES

The generalist model of social work practice is implemented in the context of organizations and communities. Students engage in a community simulation designed to develop generalist practice skills in a community context. Open to social work majors only. Prerequisites, SWK 241, SWK 307 or SWK 308, SWK 304.

*Spring* 3 hours

#### SWK 402-A SOCIAL WORK FIELD EXPERIENCE

A minimum of 450 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Open to social work majors only. Prerequisite, SWK 241, SWK 302, SWK 307, SWK 308, SWK 304, SWK 305, SWK 309, SWK 310, prerequisite or corequisite; SWK 401. Also requires approval of Director of Field Education. P/F grading only. Fee: \$100.

*Fall, spring, and summer* 10 hours

#### SWK 402-B SOCIAL WORK FIELD EXPERIENCE

A minimum of 450 hours of beginning level social work practice experience under the supervision of a professional social worker in a public school setting. Open to social work majors only. Prerequisite, SWK 241, SWK 302, SWK 307, SWK 308, SWK 304, SWK 305, SWK 309, SWK 310, SWK 405B, prerequisite or corequisite; SWK 401. Also requires approval of Director of Field Education. Fee: \$270.

*Fall and spring* 10 hours

#### SWK 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for an integrative seminar which assists in conceptualizing social work theory and ethics as they relate to social work practice. Written assignments are required to demonstrate integration of knowledge and practice. Open to social work majors only. Corequisite: SWK 402. Also requires approval of Director of Field Education. P/F grading only.

*Fall, spring, and summer* 2 hours

#### SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, child welfare, and long term care of the aged.

#### SWK 405-A SCHOOL SOCIAL WORK

A review of social work roles in public schools with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work.

3 hours

*Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for a special studies option.*

*Students may elect courses through the Cooperating Raleigh Colleges.*



## Meredith College

# A PROFILE, 1998-99

### Character

Largest private, four-year college for women in the Southeast. Emphasis on the liberal arts. Founded by North Carolina Baptists; chartered in 1891.

### Student Body 1997-98

Total enrollment is 2,522, including 2,065 undergraduate students (55% campus residents, 45% commuting students), 176 graduate degree students, and 311 non-degree students taking credit courses. Students are from 28 states and 28 foreign countries. Programs for degree-seeking adult women students. Area citizens participate in continuing education courses.

### Campus

225 acres of land and tall oaks, set amidst the excitement and activities of a capital city and the Research Triangle Park, an area boasting over 90,000 college students. 1,200-seat amphitheater on lake site. Students reside in nine residence halls. Other facilities include the Carlyle Campbell Library (over 142,000 volumes, 36,250 microforms, 11,600 audio-visual materials, and 1,390 journal and newspaper subscriptions), music library, art galleries, research greenhouse, music practice rooms, 600-seat auditorium, theater, concert hall, student center, computer labs, child care lab, learning center, autism lab, astronomy observation decks, indoor swimming pool, fitness center, dance studio, lighted outdoor tennis courts, putting green and soccer field. A campus-wide network provides e-mail, Internet access, and ALIS (Library Computer System) access. Computers connected to campus network are in each residence hall and student center. Intranet is available for campus-network users.

### Academic Characteristics

Student-faculty ratio approximately 14:1. Average class

size 19. 107 full-time and 135 part-time professors. 77% of full-time professors have earned doctoral degrees. 68% of full-time faculty is female, 32% is male. Approximately 82% of freshmen return for their sophomore year. Of the full-time, first time freshmen who entered in fall 1991, 62.2% graduated within four years; 69.9% within five years, and 70.5% within six years.

### Accreditation

Southern Association of Colleges and Schools, National Association of Schools of Music, Council on Social Work Education, North Carolina Department of Public Instruction, National Council for Accreditation of Teacher Education, Foundation for Interior Design Education and Research. Approved American Dietetic Association Plan V Program and accredited post-baccalaureate program.

### Recognition

*U.S. News & World Report* — 1998 Top 15 ranking among Southern Colleges and Universities  
*Barron's* — Best Buys in College Education

### Degrees Offered

Bachelor of Arts, Bachelor of Music and Bachelor of Science. Also, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music.

### Special Programs

Study abroad options include a summer program in Italy, the Czech Republic and England; plus a variety of semester and year-long travel opportunities throughout the world. Internships and Cooperative Education available in all areas of study. Honors and Teaching Fellows programs. United Nations Semester, Washington, D.C. Semester, and New York City Semester. Pre-professional programs

and teacher education offered. Cooperating Raleigh Colleges consortium allows students to take courses at the four other colleges and universities in Raleigh.

### **Community Involvement**

Meredith makes available the use of its facilities to off-campus groups. Over 75,000 people attend functions on the Meredith campus each year.

### **Career Preparation**

The College offers career planning seminars, vocational interest testing, experiential opportunities, information on graduate and professional schools, access to over 200 employers, and other services to help students develop a clear career path. A recent survey of new graduates indicated that within six months after graduation 98% of respondents seeking employment had found positions.

### **Financial Assistance**

Meredith expects to meet a high percentage of need through a combination of scholarships, grants, loans and work study. Music, art, interior design and academic scholarships available. Teaching Fellow and Baptist scholarships available for eligible NC students. In 1997-98, Meredith coordinated approximately \$11.7 million in financial assistance for 1,469 students.

### **Consumer Information**

Meredith is happy to provide students with information about financial assistance programs and policies, graduation and persistence statistics, and campus safety and security reports. Information may be requested from the Office of Admissions.

# COLLEGE DIRECTORY

## THE CORPORATION, 1998

### — Officers

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*President*

CHARLES E. TAYLOR, JR.

*Executive Vice President*

*(also serves as treasurer)*

LaROSE F. SPOONER

*Vice President for Marketing*

*(also serves as secretary)*

MURPHY M. OSBORNE

*Vice President for Institutional Advancement*

*(also serves as assistant secretary)*

N. JEAN JACKSON

*Vice President for Student Development*

G. EUGENE BOYCE

*General Counsel*

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GEORGE McCOTTER

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*Vice Chair, Development*

GEORGE GRIFFIN

*Vice Chair, Finance*

GARY TRAWICK

*Vice Chair, Instructional Programs*

CHARLES BARHAM

*Vice Chair, Personnel Matters*

JO ELLEN AMMONS

*Vice Chair, Student Development*

### — Executive Committee

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*Chair*

GEORGE McCOTTER

*Vice Chair*

JO ELLEN AMMONS

CHARLES BARHAM

ELAINE BUXTON

WAYNE EIDSON

SAM EWELL

BARBARA GOODMON

GEORGE GRIFFIN

JERRY HARPER

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ELAINE MARSHALL

CHARLES PACE

MARGARET PARKER

EARL POPE

CHARLES SANDERS

EARL SPANGLER

GARY TRAWICK

CLAUDE WILLIAMS

### — Term Expiration 1998

JO ELLEN AMMONS

*Raleigh*

JERRY HARPER

*Jamestown*

CHARLES PACE

*New Bern*

MARGARET PARKER

Winston-Salem

GAYLE POWELL

Whiteville

LEON SMITH

Gastonia

EARL SPANGLER

Shelby

GARY TRAWICK

Burgaw

FRED WILLIAMS

Greensboro

RON WITHROW

Charlotte

— *Term Expiration 1999*

FAYE BROYHILL

Lenoir

ELAINE BUXTON

Cary

GEORGE GRIFFIN

Havelock

ALEX HOLMES

Raleigh

HUBERT LEDFORD

Raleigh

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Raleigh

ROBERT OUTLAND

Rich Square

JUDITH POWELL

Rocky Mount

FRED STONE

Raleigh

GLENN WHITE

Rockingham

— *Term Expiration 2000*

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Raleigh

SUSAN BURNETTE

Raleigh

SAM EWELL

Wendell

JEFF HOCKADAY

Cary

EUGENE LANGLEY

Raleigh

GARY McCOLLOUGH

Winston-Salem

GEORGE McCOTTER

Garner

RUBY McSWAIN

Sanford

EARL POPE

Charlotte

CLAUDE WILLIAMS

Durham

— *Term Expiration 2001*

WAYNE EIDSON

Raleigh

BARBARA GOODMON

Raleigh

DOROTHY GOODWIN

Apex

WENSELL GRABAREK

Durham

BETTY GRIFFIN

Raleigh

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Wilmington

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Boone

PHIL KIRK

Raleigh

ELAINE MARSHALL

Lillington

CHARLES SANDERS

Durham

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*President*

Cary

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*Vice President*

Raleigh

RON BARNES

New Bern

ROBERT E. BEASLEY

Raleigh

HELEN HALL BOSSE

Raleigh

ROBERT N. BROOKS

Raleigh

SANDRA SAIN BYRD

Raleigh

KAY CARROLL

Four Oaks

SUSAN BURT CHERRY

Raleigh

KELLY KNOTT COBB

Cary

BETSY LANE COCHRANE

Advance

NORMA BAKER COOK

Raleigh

HERB COX

Gastonia

KARIN CRAM

Raleigh

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Sanford

WILLIAM G. DAUGHTRIDGE, JR.

Rocky Mount

BOYD KING DIMMOCK

Raleigh

GARY W. DOWELL

Raleigh

HARRY L. EBERLY

Raleigh

JONI FAY WATTS FETTERMAN

Clinton

KAY FIELD

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Raleigh

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Raleigh

TERESA POSTON HARRISON

Raleigh

LESLIE LANDIS HAYES

Raleigh

H. PARKS HELMS

Charlotte

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Sanford

DONA I. HILL

Raleigh

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Chapel Hill

KAY MARTIN HUGGINS

Raleigh

EVELYN BOOTH HUGHES

Raleigh

MARIE DUNN INSCORE

Rocky Mount

TRUDY JOHNSON

Raleigh

ELAINE M. JONES

Raleigh

PAUL B. KARSEN

Zebulon

KENNETH LUCAS

Garner

CHARLOTTE MARTIN

Raleigh

BETH COLEMAN MOSCA

Raleigh

RICHARD H. NEWTON

Raleigh

CAROLYN OSBORNE

Raleigh

CLEO GLOVER PERRY

Zebulon

INA MAE BYRD POWELL

Fuquay-Varina

BOBBY PURCELL

Cary

MICHELLE RICH

Raleigh

PAMELA MITCHELL RILEY

Durham

VIRGINIA LANCASTER ROBERTSON

Rocky Mount

JOYCE McINTYRE RUDISILL

Charlotte

JACK STANCIL

Raleigh

BONNIE SCOTT TRUELOVE

Raleigh

SALLY L. TURNER

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STEPHANIE M. WEATHERSPOON

Raleigh

STEPHEN K. ZAYTOUN

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KARL HUDSON III

Raleigh

R. DAVID LANE

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CAROLYN SPERRY LEITH

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BOB LUDDY

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THOMAS H. McGUIRE, JR.

Raleigh

WALT YE RASULULA

Raleigh

JAMES A. RISHER

Raleigh

RICHARD URQUHART, III

*Raleigh*

C. ED VICK, JR.

*Raleigh*

ROBERT WHITE

*Raleigh*

GAYLE WILLIAMS

*Winston-Salem*

STEVE ZELNAK

*Raleigh*

—*Advisory Council*

DAVE BENEVIDES

RTP

HOPE HOLDING CONNELL

Raleigh

FRANK DANIELS, III

Raleigh

DAN DAVIES

Raleigh

HOWARD EDWARDS

Raleigh

MARILYN FOOTE-HUDSON

RTP

J. RICHARD FUTRELL, JR.

Rocky Mount

DAVE HEINL

Raleigh

J. DAVID HILL

Raleigh

ALUMNAE ASSOCIATION

—*Officers 1998-99*

*(Date following name indicates year of graduation)*

VIRGINIA GENTRY PARKER, 1983

*President*

Raleigh

ANNE CLARK DAHLE, 1954

*President Elect*

Raleigh

CELIA BROWN MITCHELL, 1978

*Secretary*

Raleigh

MICHELLE RICH, 1973

*Past President*

Raleigh

AMBER BURRIS SHEELY, 1989

*Vice President for Gifts*

Raleigh

KELLY FORMY-DUVAL, 1995

*Vice President for Outreach*

Raleigh

KATHY SEEGER RHOADES, 1984

*Vice President for Programs*

Apex

—*Directors-at-Large*

ROBIN REICH BABB, 1979

Raleigh

HOPE FAIRCLOTH COFFEY, 1974

Wilkesboro

BETTY MCNEILL FAHED, 1969

Richmond, VA

JONI FAY WATTS FETTERMAN, 1978

Clinton

JEANNE PUCKETT FISHWICK, 1982

Roanoke, VA

WANDA REIVES JENKINS, 1974

Raleigh

ELEANOR HILL JORDAN, 1974

Raleigh

JACKIE HEMINGWAY JOYNER, 1976

Rutherfordton

DEBORAH STANLEY McNEILL, 1971

Whiteville

EDNA PERRY TONEY, 1990

Louisburg

DENISE GASKINS WILLEY, 1977

New Bern

MERRILLY TAYLOR WYRICK, 1991

Raleigh

—*Trustee Representative*

SUSAN LEATHERS BURNETTE, 1962

Raleigh

**FACULTY, 1997-98**

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

ALAN I. AMMANN, D.B.A. (1990)

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LYN G. AUBRECHT, Ph.D. (1974)

*Professor of Psychology*

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REBECCA BAILEY, Ph.D. (1984)

*Professor of Art*

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

RUTH BALLA, M.S. (1987)

*Manager of User Support, Office of Technology Services*

B.S., Wilkes College; M.S., North Carolina State University.

MAUREEN BANKER, A.M. (1984)

*Assistant Professor of Art*

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MELINDA BELCHER, M.S. (1997)

*Instructor of Physical Education*

B.S., Appalachian State University; M.S., Western Illinois University.

CYNTHIA BISHOP, Ph.D. (1977)

*Professor of Social Work*

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M. TONY BLEDSOE, Ed.D. (1981)

*Associate Professor of Business*

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CONSTANCE BOOK, Ph.D. (1997)

*Assistant Professor of Speech*

A.B., Louisiana State University; M.Ed., Northwestern State University; Ph.D., University of Georgia.

MARTHA L. BOUKNIGHT, Ph.D. (1966)

*Professor of Mathematics*

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- CAROL BROWN, M.S. (1983)  
*Assistant Professor of Physical Education*  
 B.S., Colorado State University; M.S., Smith College.
- LORI ANN BROWN, Ph.D. (1992)  
*Assistant Professor of Sociology*  
 A.B., University of Louisville; A.M., Temple University; Ph.D., Indiana University.
- ANN BURLEIN, Ph.D. (1997)  
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- MARTHA BURPITT, Ph.D. (1991)  
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 B.F.A., M.F.A., Ph.D., University of Georgia.
- CRAVEN ALLEN BURRIS, Ph.D. (1969)  
*Vice President and Dean of the College*  
*Professor of History and Politics*  
 A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.
- LISA CALDWELL, D.M.A. (1996)  
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- MELINDA CAMPBELL, M.S. (1992)  
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 B.S., Gardner-Webb College; M.S., Indiana University.
- SHARON M. CANNON, M.Ed. (1995)  
*Dean of Students*  
 A.B., Washington University; M.Ed., University of Florida.
- MARIE CHAMBLEE, Ph.D. (1977)  
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- GWENDOLYN CLAY, Ph.D. (1985)  
*Professor of Education*  
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- JAMES L. CLYBURN, M.S. (1958)  
*Professor of Music*  
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- ROBIN COLBY, Ph.D. (1988)  
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- ALYSON W. COLWELL-WABER, M.F.A. (1984)  
*Associate Professor of Dance*  
 B.S., Pennsylvania State University; M.F.A., Arizona State University.
- JOHN W. CREAGH, Ph.D. (1984)  
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*and Continuing Education*

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SUE E. KEARNEY, A.M. (1966)

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GRAY LIGON, Ph.D. (1995)

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B.S., University of Alaska; J.D. University of Puget Sound, M.I.M., American Graduate School of International Management; Ph.D., University of Tennessee.

ROSE J. LIPPARD, M.B.A., J.D. (1989)

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W. DAVID LYNCH, D.M.A. (1969)

*Professor of Music*

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester; additional study, Akademie "Mozarteum," Salzburg, Austria; Syracuse University; Duke University.

CHERYL MARTINE, Ph.D. (1990)

*Associate Professor of Education*

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NAN MILLER, A.M. (1986)

*Assistant Professor of English*

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BETH A. MULVANEY, A.M. (1989)

*Instructor of Art*

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CARRIE NICHOLS, M.L.S. (1994)

*Catalog Librarian*

A.B., M.L.S., North Carolina Central University.

HARRIETT NITTOLI, Ph.D. (1997)

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A.B., East Carolina University; A.M., Ph.D., University of

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MICHAEL NOVAK, Ph.D. (1987)

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REBECCA J. OATSVALL, Ph.D. (1984)

*Irving H. Wainwright Professor of Business*

B.S., M.Acc., Ph.D., University of South Carolina.

MURPHY OSBORNE, Ed.D. (1988)

*Vice President for Institutional Advancement*

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ALLEN F. PAGE, Ph.D. (1973)

*Dean of Undergraduate Instruction and Registrar*

*Professor of Religion*

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FRANCES McCACHERN PAGE, Ed.D. (1980)

*Professor of Music*

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DAVID PARKER, M.F.A. (1993)

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A.A., Campbell University; A.B., M.F.A. East Carolina University.

WETONAH PARKER, Ed.D. (1993)

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ROGER H. CROOK, Ph.D. (1949)

*Professor of Religion*

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

ANNE DAHLE, M.Ed. (1972)

*Director of Re-entry Program*

A.B., Meredith College; M.Ed., North Carolina State University.

JAMES H. EADS, JR., M.S. (1958)

*Assistant Professor of Biology*

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

LOIS FRAZIER, Ed.D. (1954)

*Professor of Business*

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

PHYLLIS W. GARRISS, Mus.M. (1951)

*Associate Professor of Music*

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

ALICE GOODE, Mus.B. (1974)

*Instructor of Voice*

Mus.B., Texas Tech University.

BLUMA GREENBERG, M.A. (1976)

*Assistant Professor of Art*

B.A., Duke University; M.A., University of North Carolina at Chapel Hill.

CAROLYN B. GRUBBS, Ph.D. (1963)

*Professor of History*

A.B., Meredith College; M.A.T., Duke University; Ph.D., North Carolina State University.

FRANK L. GRUBBS, Ph.D. (1963)

*Professor of History*

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)

*Assistant Professor of Music*

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

JOHN HIOTT, M.Div (1968)

*Director of Scholarships and Financial Assistance*

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

ELLEN M. IRONSIDE, Ph.D. (1983)

*Dean of Continuing Education*

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

HELEN JONES, A.M. (1969)

*Instructor of English*

A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)

*Director of Admissions*

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)

*Director of Career Services*

A.B., George Washington University; M.Ed., North Carolina State University.

IONE KEMP KNIGHT, Ph.D. (1956)

*Professor of English*

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

ANN W. KURTZ, Ph.D. (1979)

*Professor of Foreign Languages*

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)

*Professor of Foreign Languages*

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)

*Professor of History*

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

*Director of Alumnae Affairs*

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)

*Professor of Psychology*

A.A., Campbell College; A.B., Meredith College; A.M.,

Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

*Professor of Health and Physical Education*

B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, Th.D. (1973)

*Professor of Philosophy*

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study; Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, Ph.D. (1962)

*Professor of History*

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)

*Director of Alumnae Affairs*

A.B., Meredith College.

DOROTHY K. PRESTON, Ph.D. (1961)

*Professor of Mathematics*

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

DOROTHY QUICK, B.S. (1970)

*Circulation Librarian*

B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)

*College Editor and Director of Publications*

A.B., Meredith College.

DOROTHY J. SIZEMORE, A.M. (1980)

*Dean of Students*

A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)

*Professor of Business*

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

MARILYN M. STUBER, Ed.D. (1965)

*Professor of Human Environmental Sciences*

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

LESLIE W. SYRON, Ph.D. (1945)

*Professor of Sociology*

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)

*Assistant Professor of Mathematics*

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)

*Professor of Sociology*

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)

*Associate Professor of Art*

A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)

*Adjunct Instructor of Music*

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)

*Faculty Secretary*

A.B., Meredith College.

## ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

### — Office of the President

JOHN E. WEEMS, Ed.D. (1972)

*President*

CAROLYN C. ROBINSON, A.B. (1958)

*College Historian*

SHARON H. WOODLIEF, A.B. (1972)

*Administrative Assistant*

— *Marketing***Office of the Vice President for Marketing**

LaROSE F. SPOONER, Ed.D. (1967)

*Vice President*

MARTHA C. HARRELL (1979)

*Administrative Assistant***Enrollment Planning and Institutional Research**

SUE E. KEARNEY, A.M. (1966)

*Dean*

JEAN B. SPARGUR, A.B. (1997)

*Research/Administrative Assistant***Admissions**

CAROL R. KERCHEVAL, M.Ed. (1994)

*Director of Admissions*

GRETCHEN M. SOLOMON, M.Ed. (1991)

*Senior Associate Director of Admissions*

SHERA J. HUBE, M.Ed. (1997)

*Associate Director of Admissions*

MEREDITH O. PATTERSON, A.B. (1997)

*Admissions Counselor*

MARIBETH C. CULLOM, A.B. (1989)

*Records Manager*

DIANNE G. PARKER (1996)

*Administrative Secretary*

GLENDA J. HOFFMAN (1986)

*Recruitment Programs Assistant*

PHYLLIS R. MINCEY, M.R.E. (1988)

*Recruitment Programs Assistant*

WHITNEY ALDERSON (1996)

*Processing Assistant***Financial Assistance**

PHILLIP D. ROOF, B.S. (1995)

*Director*

CAROL J. SANDERSON (1990)

*Associate Director*

BETTY G. HARPER, B.S. (1994)

*Assistant Director*

GINI V. STELLE (1995)

*Financial Aid Officer*

JUDY L. THOMPSON

*Secretary***Marketing and Communications**

JEANNIE S. MORELOCK, M.B.A. (1988)

*Director*

ANNA A. TAYLOR, M.P.D. (1996)

*Manager of Graphic Design*

KIM M. MARCOM, B.S. (1996)

*Graphic Designer*

BRANDI J.B. ORBIN, B.A. (1994)

*Marketing and Communications Specialist*

JoANNE M. COTA (1987)

*Office Manager*— *Academics***Office of the Vice President and Dean of the College**

CRAVEN ALLEN BURRIS, Ph.D. (1969)

*Vice President and Dean of the College*

ALLEN F. PAGE, Ph.D. (1973)

*Dean of Undergraduate Instruction*

ANNE E. PICKARD, A.A. (1974)

*Administrative Assistant*

LINDA BATDORFF (1990)

*Departmental Assistant*

NANCY BORINTRAGER (1997)

*Departmental Assistant*

DOTTY LOU GANDY (1979)

*Departmental Assistant*

KATHERINE GOOLSBY (1992)

*Departmental Assistant*

CLETA JOHNSON (1988)

*Departmental Assistant*

BARBARA McKAY (1997)

*Departmental Assistant*

NELL MEGLAUGHLIN (1985)

*Departmental Assistant*

JAXIE MORTON (1993)

*Departmental Assistant*

ALYCE PARKER-TOWNSEND (1986)

*Departmental Assistant*

PAULA QUINN (1997)

*Departmental Assistant*

TRICIA SNIDER (1997)

*Departmental Assistant*

RHONDA TOWNS (1997)

*Departmental Assistant*

SUSANN UPHAM (1995)

*Departmental Assistant*

### **Office of the Registrar**

SUE TODD, A.B. (1968)

*Registrar*

BETSY STEWART, A.B. (1996)

*Assistant Registrar*

NAN McADEN, M.S. (1998)

*Assistant Registrar*

REBECCA COBLE (1989)

*Records Secretary*

ALYCE TURNER, A.B. (1993)

*Records Secretary*

### **Library**

JANET L. FREEMAN, M.L.S. (1984)

*Dean of Library Information Services*

EDWARD M. WALLER, M.S.L.S. (1986)

*Technical Services Librarian*

SUSAN SQUIRES, M.L.S. (1988)

*Reference Librarian*

JOHN W. KINCHELOE III, M.A. (1985)

*Media Specialist*

JEAN RICK, M.S. (1994)

*Reference Librarian*

CARRIE ALLEN NICHOLS, M.L.S. (1993)

*Catalog Librarian*

DIANA McCLUNG (1987)

*Circulation Supervisor*

CYNTHIA L. BOWLING, B.F.A. (1990)

*Cable Administrator*

ALICE McNEIL (1976)

*Library Assistant, Technical Services*

GERALDINE SARGENT (1978)

*Secretary*

MARGARET SEXTON (1975)

*Library Assistant, Technical Services*

CAROL SMITH, M.M. (1981)

*Library Assistant, Music Library*

C. RICHARD McBANE, JR. (1986)

*Library Assistant, Media Services*

CHRISTIE LEE (1990)

*Library Assistant, Circulation*

DONNA GARNER (1990)

*Library Assistant, Technical Services*

DIANNE ANDREWS, (1995)

*Library Assisnat, Circulation*

### **Continuing Education**

MARY S. JOHNSON, Ed.D. (1980)

*Dean of Continuing Education*

SANDRA C. CLOSE, A.B. (1986)

*Director, Undergraduate Degree Program for Women Age 23+*

MARGARET CLARY, M.Ed. (1989)

*Associate Director, 23+ Program*

VANESSA BARNES, A.B. (1989)

*Associate Director, 23+ Program*

CHRISTA EAVES, A.B. (1998)

*Assistant Director, 23+ Program*

MADRA BRITT, M.Ed. (1988)

*Director, Community Programs*

KAREN SAMPSON (1996)

*Assistant, Community Programs*

E. PAGE POTTER, J.D. (1987)

*Director, Legal Assistants Program*

SHARON L. GALECKI, A.A.S. (1990)

*Program Assistant, Re-Entry and After5 Programs*

PEGGY ABERNATHY (1993)

*Program Assistant, Re-Entry and After5 Programs*

SUSAN ILLINGWORTH (1995)

*Receptionist/Office Assistant*

### **Graduate Studies**

MARY S. JOHNSON, Ed.D. (1980)

*Dean of the John E. Weems Graduate School*

CAROL B. SNODGRASS (1987)

*Administrative Assistant*

SALLY DAVIS, B.S.

*Graduate Coordinator*

**Teaching Fellows Program**

ALMA LEE, M.Ed. (1994)

*Director*

LINDA BOONE

*Assistant***Honors Program**

ELOISE GRATHWOHL, Ph.D. (1990)

*Director***International Studies**

BETTY WEBB, Ph.D. (1974)

*Director*

AMITY BROWN (1997)

*Administrative Assistant***Academic Computing**

RUTH ANN BALLA, M.S. (1987)

*Director***Capstone**

ROSEMARY HORNAK, Ph.D. (1977)

*Director***Academic Assessment**

ELIZABETH A. WEIR, Ed.D. (1988)

*Coordinator***Faculty Development**

MARY THOMAS, Ph.D.

*Director***— Student Development****Office of the Vice President for Student Development**

JEAN JACKSON, Ph.D. (1983)

*Vice President*

MARY ANN BEAM, A.A. (1988)

*Assistant to the Division***Academic Advising Support Center**

ANN GLEASON, M.Ed. (1997)

*Director***Office of the Dean of Students**

SHARON M. CANNON, M.Ed. (1995)

*Dean*

STEPHANIE HARRIS, M.Ed. (1997)

*Director for Commuter Life and Special Services*

CHRISTINA NUTTLE BUMGARDNER, M.Ed. (1994)

*Director of First Year Experience***Office of Residence Life and Housing**

PAULA O'BRIANT, B.S. (1994)

*Director*

PENNY ANDREW, B.A. (1997)

*Residence Director*

KATHLEEN GEIBERT, B.S. (1994)

*Residence Director*

FAITHE HART, B.A. (1997)

*Residence Director*

TERESA LATHAM, B.A. (1997)

*Residence Director*

ANGELA PERROU, B.S. (1997)

*Residence Director*

DENA PRICE, M.A.Ed. (1997)

*Residence Director***Office of the Campus Minister**

SAMUEL BANKS CAROTHERS, M.Div. (1982)

*Campus Minister*

PENNY ULMER (1993)

*Secretary***Career Center**

GORDON W. FOLGER, M.A. Ed. (1987)

*Director*

MARY BECK W. SUTTON, M.Ed. (1998)

*Assistant Director for Employer Relations & Cooperative Education*

ALLISON E. FINCH, M.Ed. (1998)  
*Assistant Director for Career Development*  
MARY ELLEN PHILEN, B.A. (1985)  
*Office Manager*  
ANN B. PHILLIPS (1989)  
*Administrative Secretary*

### **Student Activities and Leadership Development**

CHERYL S. JENKINS, M.Ed. (1991)  
*Director*  
SHELLY HOOVER, M.Ed. (1995)  
*Assistant Director*  
MARGE KEYES (1991)  
*Office Manager*

### **Counseling Center**

BETH MEIER, M.A. (1993)  
*Director*  
SANNE MARTIN, M.S.W. (1994)  
*Assistant Director*  
STEPHANIE JENAL, Ph.D. (1997)  
*Counselor*  
to be announced  
*Office Manager*

### **—Business and Finance**

#### **Office of the Executive Vice President**

CHARLES E. TAYLOR, JR., M.B.A. (1983)  
*Executive Vice President*  
DEE PERRY (1996)  
*Administrative Assistant*

#### **Business and Finance Services**

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)  
*Controller*  
JANE MEYER A.B. (1997)  
*Accounts Receivable*  
KAY MILLER (1992)  
*Accounts Payable*

SYLVIA BOSTER (1996)  
*Payroll Coordinator*  
BONNIE J. FURMAN, B.A. (1986)  
*Personnel Coordinator*

### **Campus Activities**

MARIE MASON, Ph.D. (1969)  
*Coordinator*

### **College Store**

MARY ANN REESE, B.S. (1984)  
*Manager*  
FRANCES GILLIS (1973)  
*Merchandise Coordinator*

### **Central Services and Printing**

ANA P. COBB (1997)  
SHARON ANDERSON (1997)

### **Facilities Services**

GREGORY AHRENDSEN, M.S.B.A. (1997)  
*Facilities Manager*  
A. CLARKE SUTTLE, B.S. (1988)  
*Assistant Facilities Manager, Special Projects*  
PATTY BLACKWELL, B.A. (1996)  
*CMMS Clerk*  
JOHN WILSON, B.A. (1997)  
*Stockroom Clerk*

### **Maintenance**

GEORGE ASHOO (1988)  
JOE BROWN (1988)  
KEN BUTLER (1996)  
DAVE DAMMER (1997)  
TOM EDMONDSON (1977)  
GREGORY ALLEN JONES (1998)  
JAMES JONES (1981)  
DAVID A. McLEOD (1990)  
ALFREDO MENDEZ (1997)



KEITH POOLE (1995)  
ALEX ROCHA (1993)

### **Grounds**

HARRY CADMAN, A.A.S. (1996)  
*Grounds Manager*  
DARNELL SMITH (1981)  
*Grounds Supervisor*  
V.C. MEDLIN, JR. (1981)  
*Courier, Escort, Vehicle Maintenance*  
GALDINO AVILA (1987)  
ROBERTO AVILA (1992)  
FRANCISCO HUERTA (1995)  
FRANK LIVESAY, II (1997)  
BENITO ROCHA (1994)

### **Housekeeping**

BOB MURPHY (1997)  
*Housekeeping Manager*  
CRAIG BRIDGES (1987)  
*Housekeeping Supervisor*  
WILLIAM COOPER (1986)  
*Housekeeping Supervisor*  
JUDY FOSTER (1995)  
*Assistant Housekeeping Supervisor*  
BARBARA ROBINSON (1984)  
*Assistnat Housekeeping Supervisor*

### **Housekeeping Staff**

IDA BRANTLEY (1994)  
CHRISTOPHER BUNCH (1995)  
SYLVESTER CORNEY (1989)  
WALTER DUNSTON (1998)  
MARILYN FLEMONS (1993)  
DOUGLAS FULTON (1994)  
EDNA GREGORY (1989)  
LULA HARRELSON (1984)  
WILLIE HOWARD (1982)  
REATHA JEFFERIES (1985)  
JERRY LYNCH (1996)  
DUC VAN NGUYEN (1994)  
EMMA PITTMAN (1993)

ANNIE RUTH SMITH (1981)  
WILLIAM SPEARMAN (1994)  
MARY ANN TUCK (1996)  
OLA TUCK (1996)

### **Food Services (ARA)**

THAD O'BRIANT (1990)  
*Manager*

### **Post Office**

ALYSIA BRASWELL (1990)  
*Postal Supervisor*  
CECELIA MILLER (1988)  
*Information Services Assistant*  
WILLIE KING (1956)  
*Postal Carrier*

### **Campus Police**

MICHAEL HOKE, M.S. (1995)  
*Chief of Police*  
BARBARA BAILEY (1997)  
*Assistant Chief of Police*

### **Campus Police Staff**

PATRICK MILLAR (1997)  
LISA ROBERTSON (1997)  
TODD SEDELL (1996)  
FRANK STRICKLAND (1997)  
JOHN TAYLOR (1996)  
ROBERT WALKER (1998)  
JAMES WRIGHT (1997)

### **Security Staff**

W.W. ADAMS (1992)  
DONALD APPLEFORD (1989)  
WILLIAM GRINER (1971)  
SHERWOOD JONES (1974)  
JEANETTE MCLEOD (1991)  
JEAN TREVATHAN (1993)  
JAMES WILLIAMS (1990)

### **Health Services**

RUTH PEARCE, R.N.-C (1980)  
*Director*  
SIDNEY MARTIN, M.D. (1972)  
*Physician*  
ANNE SMITHSON, M.D. (1995)  
*Physician*  
MELINDA McLAIN, R.N.-C (1991)  
*Nurse*  
LORETTA PEARSON, R.N. (1992)  
*Nurse*

### **Technology Services**

RUTH ANN BALLA, M.S. (1987)  
*Manager*  
DOUGLAS ALM, B.S. (1995)  
*Resource Specialist*  
TIM BARTLETT (1996)  
*Technician*  
JOYCE BRINKLEY (1998)  
*Technology Assistant*  
ANGELA GOUGE (1988)  
*Network Specialist*  
LORI HARE (1990)  
*Coordinator, Technical Training*  
VIRGINIA KEMP, A.S. (1982)  
*Telecommunications Specialist*  
KATHY KESTERSON, M.S. (1988)  
*Programmer Analyst*  
RON MITCHELL (1997)  
*Software Technician*  
KAREN MOONEY B.S. (1994)  
*Technical Trainer*  
JOSH TATE (1997)  
*Hardware Technician*

### **Information**

PHYLLIS FISH (1995)  
*Switchboard Operator*

### **CamTel/CamCard**

MARY REED (1996)

### **—Institutional Advancement**

### **Office of the Vice President for Institutional Advancement**

MURPHY M. OSBORNE, JR., Ed.D. (1988)  
*Vice President*  
JOYCE HINSON (1992)  
*Administrative Assistant*  
GRACE E. BROCK (1994)  
*Financial Records Secretary*  
SUSAN SCOTT, B.A. (1996)  
*Secretary/Receptionist*

### **Alumnae Relations**

MARY KATE KEITH, B.A. (1995)  
*Director*  
CELESTE DEREY BROGDON, A.B. (1995)  
*Assistant Director*  
EILEEN MIGDAL (1994)  
*Secretary*

CAROLYN SCHWARTZ (1997)  
*Secretary*

### **Corporate Relations**

to be announced  
*Director*  
CELESTE PICKETT HAYES, B.M. (1996)  
*Secretary*

**Planned Giving**

HAROLD L. WEST, JR., B.A. (1991)

*Director*

CELESTE PICKETT HAYES, B.M. (1996)

*Secretary*

**Cooperating Raleigh Colleges**

ROSALIE P. GATES, Ph.D. (1981)

*Director*

## CAMPUS DIRECTORY

**JOHNSON HALL**, NAMED IN MEMORY OF Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

**Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls** house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

The **Noel House** provides a setting with an international emphasis.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. Barefoot, Kilty Barefoot, and their family; and Marguerite Warren Noel.

**Belk Dining Hall** is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk. The newly renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

**Fannie E.S. Heck Memorial Fountain** was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

**Harriet Mardre Wainwright Music Building** is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall**, named in

honor of Mrs. Guy T. Carswell.

**Jones Hall**, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater, a studio theater, and a writing lab. Jones Hall was first used in 1949.

**Cooper Organ**, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

**Shaw Fountain** is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

**Elva Bryan McIver Amphitheater**, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

**Jones Chapel**, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

**Estelle Johnson Salisbury Organ**, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

**Mae Grimmer Alumnae House** includes offices of the Alumnae Association and the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

**Cate Center** contains the 240-seat **Kresge Auditorium**, student activities offices, the college store, The Bee Hive Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

**Park Center**, completed in 1996, is connected to the Cate Center and houses the Department of Continuing Education and student development offices. It is named in honor of Roy and Dorothy Park.

**Shearon Harris Building**, constructed in 1982, houses the Departments of Business and Economics and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

**Gaddy-Hamrick Art Center** is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography dark-rooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

**Ledford Hall**, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the Departments of Education, Psychology, and Sociology and Social Work.

**Joyner Hall** is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yaddin Joyner, who served as a trustee for 55 years.

**Carlyle Campbell Library** is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 153,000 volumes and 775-plus periodical subscriptions. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software. ALIS (Automated Library Information System) provides computerized access to the library's collections.

**Mary E. Yarbrough Building** for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

**Hunter Hall**, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, human environmental sciences, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used

for experimental purposes.

**Carroll Health Center and Residence Hall** was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The first floor of Carroll houses the Health Center and the Counseling Center. The second floor is a residence hall.

**Ellen Brewer House**, a residence of the Department of Human Environmental Sciences, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

**Weatherspoon Physical Education-Dance Building**, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a playing field, and a soccer field.

**Massey House** is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

**Lemmon House** is available for visiting professors and certain official college guests. It is located across from the back gate of the College off Faircloth Street.

**The Faw Garden**, as well as the **Margaret Craig Martin**, **Cleo G. Perry**, and **Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

## Visitor Parking

Visitor Parking areas are located in the parking lot for the chapel and along the front drive and in front of the Park Center.

## LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, Raleigh, the home of Meredith College, is a growing capital city of approximately 261,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial

or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

## UNDERGRADUATE CALENDAR, 1998-1999

### — Fall Semester

Arrival of new students .....	Sat., Aug. 15
Registration .....	Mon., Aug. 17
Freshman Register .....	Tue., Aug. 18
Classes begin .....	Wed., Aug. 19
Last day to drop a course without paying .....	Tue., Aug. 25
Last day to add a course .....	Tue., Aug. 25
Labor Day Holiday—No classes held .....	Mon., Sep. 07
Last day to make grading changes .....	Wed., Sep. 16
Progress Reports due at 9:00 a.m. ....	Mon., Oct. 05
Mid-Term .....	Tue., Oct. 06
Autumn recess begins at 5:00 p.m. ....	Fri., Oct. 09
Classes resume at 8:00 a.m. ....	Wed., Oct. 14
Last Day to withdraw from a class .....	Tue., Oct. 20
Thanksgiving recess begins end of class day .....	Tue., Nov. 24
Classes resume at 8:00 a.m. ....	Mon., Nov. 30
Last day of classes .....	Thu., Dec. 03
Reading day; music juries .....	Fri., Dec. 04
Final Examinations .....	Sat., Dec. 05-Tue., Dec. 15
Commencement .....	Sun., Dec. 13

### — Spring Semester

Registration .....	Tue., Jan. 05
Classes begin .....	Wed., Jan. 06
Last day to drop a course without paying .....	Tue., Jan. 12
Last day to add a course .....	Tue., Jan. 12
Holiday-Martin Luther King Day .....	Mon., Jan. 18
Last day to make grading changes .....	Wed., Feb. 03
Founders' Day .....	Mon., Feb. 22
Mid-Term .....	Wed., Feb. 24
Progress Reports due at 9:00 a.m. ....	Mon., Mar. 01
Spring recess begins at 5:00 p.m. ....	Fri., Mar. 05
Classes resume at 8:00 a.m. ....	Mon., Mar. 15
Last day to withdraw from a course .....	Fri., Mar. 19
Easter recess begins at 5:30 p.m. ....	Thu., Apr. 01
Classes resume at 8:00 a.m. ....	Tue., Apr. 06
Last day of classes .....	Mon., Apr. 26
Reading day; music juries .....	Tue., Apr. 27
Final Examinations .....	Wed., Apr. 28- Fri., May 07
Commencement .....	Sun., May 09

### — Summer Calendar, 1999

First six-week session begins .....	Mon., May 10
First six-week session ends .....	Thu., Jun. 17

First three-week session begins .....	Mon., May 24
First three-week session ends .....	Fri., Jun. 11

Second three-week session begins .....	Mon., Jun. 14
Second three-week session ends .....	Fri., Jul. 02

Second six-week session begins .....	Mon., Jun. 21
Second six-week session ends .....	Thu., Jul. 29

Third three-week session begins .....	Mon., Jul. 05
Third three-week session ends .....	Fri., Jul. 23

Opening day of class for 1998-1999	
Academic Year: .....	Wed., Aug. 19
Commencement for December 1998 .....	Sat., Dec. 12
Commencement for May 1999 .....	Sun., May 9

**CORRESPONDENCE AND VISITS**

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 760-8600.

The Meredith fax number is (919) 760-2828.

Information on Meredith is now available through the World-Wide Web at:

**www.meredith.edu**

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

**Academic Records**

Office of the Registrar, 760-8593

**Admissions**

Office of Admissions, 760-8581 or

1-800-MEREDITH

**Adult Student Information**

Office of Continuing Education, 760-8353

**Alumnae Matters**

Director of Alumnae Affairs, 760-8391

**Athletics**

Department of Health, Physical Education, and Dance, 760-8546

**Catalogue Requests**

Office of Admissions, 760-8581

**Community Educational Services**

Office of Continuing Education, 760-8353

Dean of Undergraduate Instruction, 760-2876

**Educational Programs**

Dean of the College, 760-8514

**Expenses**

Vice President for Business and Finance, 760-8516

**Financial Assistance**

Office of Financial Assistance, 760-8565

**Graduate Employment**

Meredith Career Center, 760-8341

**Housing Matters**

Associate Director of Residence Life and

Housing, 760-8633

**Institutional Research**

Office of Enrollment Planning and Institutional Research, 760-2364

**News Items/Publications**

Office of Marketing and Communications, 760-8455

**Parents Association**

Office of Alumnae Affairs, 760-8391

**Student Employment**

Office of Financial Assistance, 760-8565

**Student Interests**

Dean of Students, 760-8521

**Student Reports**

Registrar, 760-8593

**Summer School**

Registrar, 760-8593

**Transcripts**

Registrar, 760-8593

**Vocational Testing**

Meredith Career Center, 760-8341

**ENROLLMENT FOR 1997-1998**

**Total Summer Enrollment, 1997** 1,548

**Unduplicated Summer Enrollment, 1997** 996

**Undergraduate Degree Candidates, Fall 1997**

(Bachelor of Arts, Bachelor of Science, and Bachelor of Music) .....2,065

**Graduate Students, Fall 1997**

(Master of Business Administration, Master of Education, and Master of Music) .....185

**Total Degree Candidates, Fall 1997** .....2,250

Special undergraduate program students .....121

Other students in undergraduate

credit courses .....181

**Total Enrollment for Credit, Fall 1997** .....2,552

**Registrants in Non-Credit Programs,**

**Fall 1997** .....2,282

*Continuing Education*

Legal Assistants Program .....40

Enrichment courses .....283

Audit courses .....88

Children and Teens .....67

Lessons in Leadership .....1,200

*Music*

Preparatory .....509

Chorus/Chorale .....95

**Geographic distribution of students in credit courses:**

Alabama .....2

Arizona .....1

Arkansas .....1

California .....2

Colorado .....2

Connecticut.....	5
Delaware.....	1
District of Columbia.....	1
Florida.....	11
Georgia.....	12
Illinois.....	3
Kentucky.....	3
Louisiana.....	1
Maine.....	1
Maryland.....	10
Massachusetts.....	2
Michigan.....	1
New Jersey.....	1
New York.....	3
North Carolina.....	2,231
Ohio.....	4
Oregon.....	2
Pennsylvania.....	4
South Carolina.....	17
Tennessee.....	1
Texas.....	6
Virginia.....	165
West Virginia.....	3
Foreign Countries (27).....	56
<b>TOTAL.....</b>	<b>2,552</b>



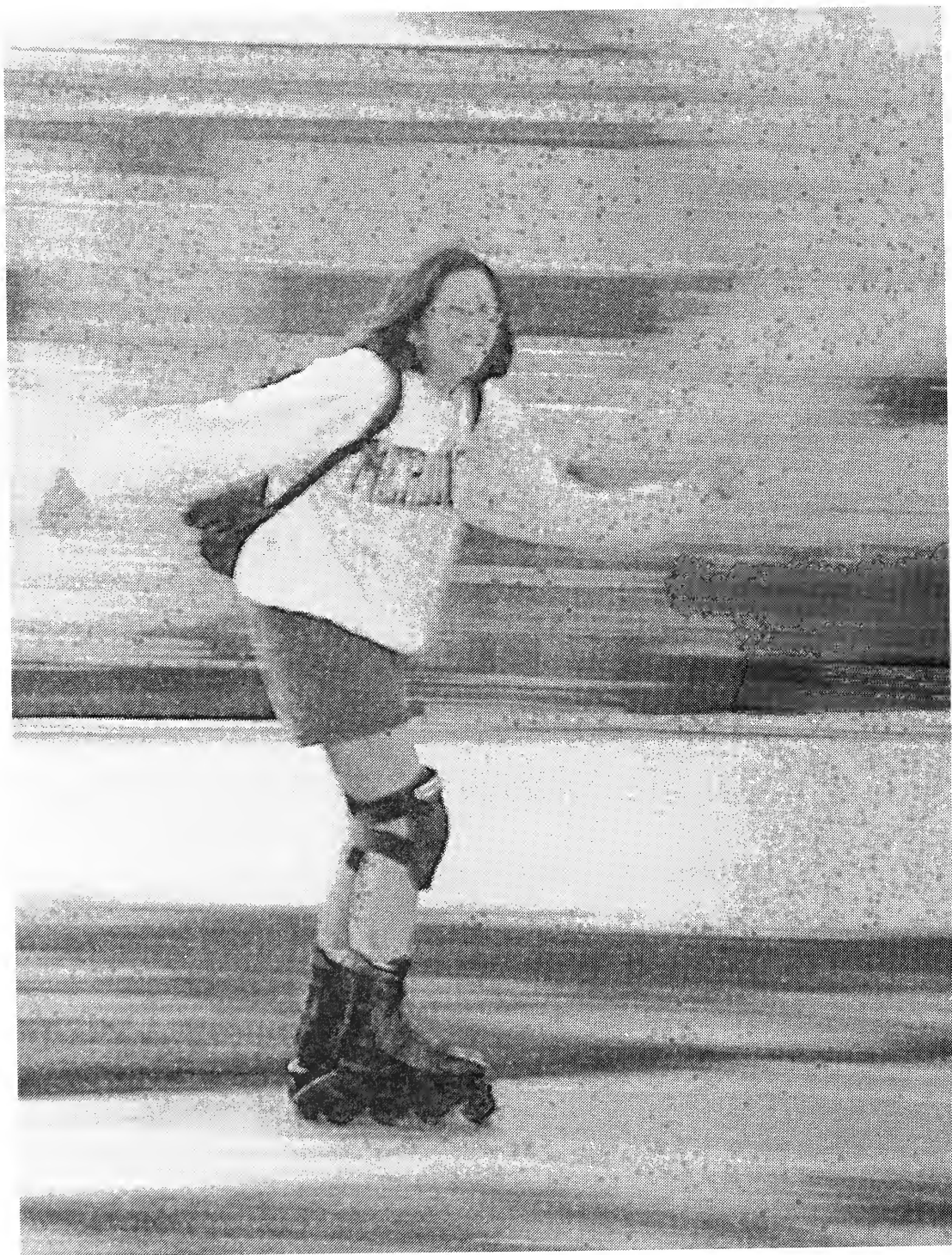
# MEREDITH

## CAMPUS MAP

1. Bueford Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Security
6. Carlyle Campbell Library
7. Carroll Health Center & Residence Hall
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Faircloth Residence Hall
10. Faircloth Street Entrance
11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House

13. Harris Building (Business, Mathematics, Computer Science)
14. Hedman Residence Hall
15. Hillsborough Street Entrance
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium; Studio Theater; Music, Speech & Theatre; Writing Center)
20. Joyce Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
21. Ledford Hall (Psychology, Education, Sociology & Social Work)
22. Maintenance Shop
23. Massey House (President's Residence)

24. McIver Amphitheater & Meredith Lake
25. Noel House
26. Park Center (Continuing Education, The John E. Weems Graduate School, Student Development Offices)
27. Poter Residence Hall
28. Soccer Field
29. Softball Field
30. Springfield Residence Hall
31. Tennis Courts
32. Vann Residence Hall
33. Wainwright Music Building (Carwell Concert Hall)
34. Waterspoon Physical Education & Dance Building
35. Yarbrough Research Center



# INDEX

## A

Academics, 47-62  
 Academic Calendar, 198  
 Academic Planning and Advising, 56  
 Academic Recognition, 61  
 Academic Scholarships, 32  
 Accounting, Major in, 78  
 Accreditation, 9  
 Achievement in Mathematics Scholarship, 31  
 Achievement in Writing Scholarship, 31  
 Acteen Studiact Scholarships, 32  
 Adjunct Faculty, 1997-98, 181-186  
 Administration, Directory of, 188-195  
 Admission, 15-23  
     Administration, 22  
     Condition of, 22  
     Early, 17  
     Early Decision Plan of, 17  
     Faculty, 22  
     Freshman, 15-18  
     Non-Degree, 21  
     Post-Baccalaureate, 22  
     23+ Program, 20  
     Staff, 22  
     Transfer, 18-19  
 Adult Students, 19  
 Advanced Placement Credit, 18, 58  
 Advisers, Academic, 43, 56  
 Alumnae Association Officers, 174  
 American Association of Colleges, 9  
 American Association of Colleges for Teacher Education, 9  
 American Association of University Women, 9  
 American Civilization, Major in, 121  
 American Dietetic Association, 9  
 American University, 11, 55  
 Angers, France, Semester in, 55  
 Art, Department of, 68-73  
     Curriculum, 70-73  
     Fees, 25  
 Art Education, 70  
 Art History, 69  
 Art Scholarships, 30  
 Art Program in Italy, 55  
 Assistance, Financial, 27-37  
 Astrotekton Society, 44  
 Athletics, Intercollegiate, 42, 119  
 Attendance, Class, 58  
 Auditing Courses, 58

## B

Bachelor of Arts Degree, 47  
 Bachelor of Music Degree, 49, 142-146  
 Bachelor of Science Degree, 47  
 Baptist Female University, 9

Bible School Transfers, 19, 59  
 Biology and Health Sciences, Department of, 74-78  
     Curriculum, 75-78  
 Board of Associates, 173-174  
 Board of Trustees, 171-172  
 Bowman-Gray School of Medicine, 74  
 Business Administration, Major in, 78  
 Business and Economics, Department of, 78-84  
     Curriculum, 80-84  
 Business School Transfers, 19, 59

## C

Calendar, Academic, 198  
 Campus Directory, 196  
 Campus Employment, 35  
 Campus, Location of, 197  
 Campus Map, 201  
 Capstone Studies, 48, 66  
 Career Center, 43  
 Career Direction, 12, 51-52  
 Career Studies, 68  
 Catalogue, Choice of, 47  
 Center for Women in the Arts, 67  
 Certificate Programs, 53  
     Legal Assistants, 53  
 Chemistry and Physical Science, Department of, 84-87  
     Curriculum, 85-87  
 Child Development, 126  
 China, Study in, 55  
 Classification, Student, 61  
 Class Schedule, Changes in, 57  
 Clothing and Fashion Merchandising, 126  
 College Directory, 171-195  
 Communications, Professional, 51, 103  
 Community Programs, 52  
 Commuter Students, 25, 43  
     Fees, 25  
 Competitive Scholarships, 29-32  
 Computer Services, 43  
 Condition of Admission, 22  
 Continuing Education, 12, 52-53  
 Continuing Education Units (CEUs), 52  
 Contract Majors, 49  
 Contractual Agreement, 27  
 Contractual Scholarships, NC, 32  
 Convocation, 52  
 Cooperative Education, 54  
 Cooperating Raleigh Colleges, 54  
 Corporation Officers, 171  
 Correspondence Credit, 56  
 Correspondence Directory, 199  
 Costs  
     Commuter Students, 25  
     Resident Students, 25  
 Council on Social Work Education, 9

## Counseling, 43-44

- Academic Advising, 43
- Career Planning, 43
- Freshman Seminar, 44
- Personal, 44

## Counseling Center, 44

## Course Load, 56

## Courses of Study, 65-168

## Credit

- Advanced Placement, 18, 58
- Correspondence, 56
- Evaluation of, 20
- Extra-Institutional, 18, 59
- Music, 59
- Old, 59
- Physical Education and Dance, 59
- Residence, 58
- Technical, Business, Bible and Nursing Schools, 59
- Transfer, 59
- Visitation, 56

## Credit Regulations, 58-59

## Criminal Justice, 13, 51, 122

## Cultural Activities, 39-40

**D**

## Dance, Health, and Physical Education Curriculum, 111-120

## Dance, Major in, 111

- Licensure, 112

## Dean's List, 61

## Degree Programs, 47-49

- Requirements, 47-49

## Degrees, List of, 63

## Deferred Payment Plan, 26

## Drew University, 11, 55

**E**

## Early Admission, 17

## Early Decision Plan, 17

## Economics, Major in, 80

- Curriculum, 81-82

## Education, Department of, 88-102

- Programs, 88-100
- Curriculum, 100-102
- Fees, 25

- Licensure and Endorsement, 88

## Elementary Teacher Education Program, 90-91

## Employment, Campus, 35

## Endowed Scholarships and Loans, 32-35

## England, Abroad in, 55

## English, Department of, 102-105

- Curriculum, 103-105

## Enrollment, 1997-98, 199

## Environmental Science, 74

## Expenses, 25-26

## Extra-Institutional Instructional Credit, 18, 59

**F**

## Faculty

- Degrees of, 11
- Directory of, 175-188
- Adjunct, 181-186

## Emeriti, 186-188

## Full-time, 175-181

## Family and Consumer Sciences, 127

## Fashion Merchandising, Clothing and, 126

## Federal Assistance Programs, 35

## Fees, 25-26

- Payment of, 26

- Special, 26

## Financial Assistance, 27-36

- Application Procedure, 28

- Finances, 25-37

- Awards, 28-29

- Students' Rights and Responsibilities, 29

## Foods and Nutrition, 127

## Foreign Languages, Department of, 105-110

- Curriculum, 106-110

## Former Students, Re-Admission of, 21

## French, 105

## Freshman Classification, 61

## Freshman Seminar, 44

## Freshman Year, 57

**G**

## General Education Requirements, 47-48

## General Scholarships, 32

## Geography, 86

## German, 108

## Government, Student Association, 40-41

## Grading System, 59-60

## Graduate Programs, 12

## Graduate Examinations, 57

## Graduate School, The John E. Weems, 12

## Graduation, 57

- With Distinction, 61

## Graphic Design, 69

## Group Study, 65

## Guaranteed Student Loan, See Stafford Loan Program

**H**

## Handbook, Student, 39

## Harris Scholarships, 29

## Health Care, 43

## Health Center, 43

## Health, Physical Education, and Dance, Department of, 111-120

- Curriculum, 114-120

## Health Record, 16

## Health Sciences, 74

## Heritage of Meredith, 9

## History and Politics, Department of, 121-125

- Curriculum, 122-125

## Honorary Societies, 45

## Honors Curriculum, 50-51

## Honors Program, 11, 49-51

## Honors, Student, 40

## Honor System, 40

## Housing, 42

## Human Environmental Sciences, Department of, 126-132

- Curriculum, 128-132

**I**

## Incentive Grants, 36

Individualized Study, 11-12  
 Individual Participation in Programs of Other Institutions, 55  
 Individualized Options, 53-54  
 Intercollegiate Athletics, 42  
 Interdisciplinary Studies, 65  
 Interior Design, 127  
     Scholarship, 30  
 International Visitors, 21  
 International Business, Major in, 79  
 International Students, 20  
 International Studies, 55-56  
 Interview, 16  
 Italy, Abroad in, 55  
     Art Program in, 55

## J

Junior Classification, 61  
 Junior Year, 57

## K

Kappa Nu Sigma, 40

## L

Latin, 108  
 Legal Assistants Program, 12, 53, 125  
 Learning Center, 56  
 Leave of Absence, 21, 27  
 Location, Campus, 197  
 London, Meredith Abroad in, 55

## M

Madrid, Spain, Semester in, 55  
 Majors, 48-49  
     Contract, 49  
     List of, 63  
     Requirements, 48  
 Map, Campus, 201  
 Marymount Manhattan College, 11, 56  
 Master of Business Administration Degree, 9, 80  
 Master of Education Degree, 9, 88  
 Master of Health Administration, 9  
 Master of Music Degree, 9, 144  
 Mathematics Achievement Scholarship, 31

Mathematics and Computer Science, Department of, 132-140  
     Curriculum, 138-140  
 Meredith Abroad, 11, 55  
 Middle Grades Teacher Education, 91-92  
 Minors, 49  
 Missionary Allowance, 32  
 Music, Applied, Fees, 25  
 Music Auditions, 30  
 Music Credit, 59  
 Music Scholarships, 30  
 Music, Speech, and Theatre, Department of, 140-158  
     Curriculum, 146-153, 154-155, 157-158

## N

National Association of Schools of Music, 9

National Collegiate Athletic Association, 9, 42  
 Non-Degree Students, 21  
 Nondiscriminatory Policy, 9  
 NC Association of Colleges for Teacher Education, 9  
 NC Contractual Scholarships, 32  
 NC Department of Public Instruction, 9  
 NC Legislative Tuition Grants, 26, 36  
 NC PLUS Loans, 36  
 NC Student Incentive Grants, 36  
 NC Teaching Fellow Awards, 32  
 Nursing School Transfers, 13, 19, 59  
 Nursing Transfer Curriculum, 13, 51

## O

Occupational Teacher Education, 95-96  
 Officers, Alumnae Association, 174  
 Officers, Board of Trustees, 171  
 Officers, Corporation, 171  
 Official Withdrawal, 27, 62  
 Organizations, Student, 41  
 Orientation, 22, 39  
 Other Institutions, Individual Participation in Programs of, 55  
 Out-of-State Programs, 36

## P

Part-time Students, 21  
 Pass/Fail Policies, 60  
 Payments  
     Contractual Agreement, 27  
     Deferred, 26  
 Payment Schedules, 26  
 Payment Terms, 26-27  
 PELL Grant, 35  
 Perkins Loan, 35  
 Personal Counseling, 44  
 Philaretian Society, 41  
 Physical Education and Dance Credit, 59  
 Physical Education Fees, 25  
 Physician Assistant, 51, 74  
 Planning, Academic, 56-57  
 Politics and History Curriculum, 122-125

Pre-Professional Preparation, 51  
 Pre-Professional Studies, 12  
 Presidents of Meredith, 9  
 President's Message, 7  
 Probation, Academic, 61  
 Professional Communications, 51, 103  
 Psychology, Department of, 159-161  
     Curriculum, 159-161  
 Publications, Student, 41  
 Public Instruction, Department of, 9  
 Purpose and Overview, 9-13

## Q

Quality Point Ratio, 60

## R

Re-Admission of Former Students, 21  
 Recommendations, of Admission, 16

Recreation, 42  
 Records, 61  
 Registration, 22, 61  
 Regulations, Credit, 58-59  
 Regulations, Student, 41  
 Religion and Philosophy, Department of, 161-163  
     Curriculum, 162-163  
 Religious Life, 41  
 Repetition of Courses, 58  
 Residence Credit Requirements, 58  
 Responsibilities, Student, 40  
 Retention, 61  
 ROTC, 54

## S

Schedule, Changes in Class, 57  
 Scholarships  
     Competitive, 29-32  
     Endowed, 32-35  
     General, 32  
 Scholastic Assessment Test, 16  
 School Social Work, 96  
 Second Baccalaureate Degree, 49  
 Secondary Teacher Education, 92  
 Secondary School Record, 15-16  
 Senior Classification, 61  
 Senior Scholars Program, 22  
 Senior Year, 57  
 Silver Shield, 40  
 Social Activities, 39-40  
 Social Work  
     Curriculum, 167-168  
     Fees, 25  
     Requirements for a major, 164  
 Societies, 41  
 Sociology and Social Work, Department of, 164-168  
     Curriculum, 165-167  
 Sophomore Classification, 61  
 Sophomore Year, 57  
 Southern Association of Colleges and Schools, 9  
 Spain, Semester in Madrid, 55  
 Spanish, 105, 109-110  
 Special Admissions Programs, 21  
 Special Fees, 26  
 Special Students, 21-22  
 Special Studies, 53, 65  
 Special Subject Areas, Teacher Education, 97-100  
 Speech, Theatre, and Music Curriculum, 146-158  
 Sports, Intercollegiate, 119  
 Stafford Loan Program, 36  
     Subsidized, 36  
     Unsubsidized, 36  
 Student Government Association, 40  
 Student Handbook, 39  
 Student Life, 10, 39-45  
     Commuter, 43  
 Student Life Committee, 41  
 Student Organizations, 41  
 Student Publications, 41  
 Student Regulations, 41  
 Student Responsibilities, 29, 40  
 Student Societies, 41

## Studies

Abroad, 11, 55  
 Capstone, 48, 66  
 Career, 68  
 Individualized, 11, 53-54  
 Interdisciplinary, 65  
 International, 55-56  
 Pre-Professional, 12  
 Summer, 56  
 Women's, 68

## Studio Art, 69

Summer Session, 23  
 Summer Study, 56  
 Supplemental Educational Opportunity Grants, 35  
 Supplemental Loans, 36  
 Suspension, 61

## T

Teacher Education, 12, 52, 88-102  
     Committee, 12  
     Elementary, 90-91  
     Middle Grades, 91-92  
     Occupational, 95-96  
     Secondary, 92-95  
     School Social Worker, 96  
     Special Subject Areas, 97-100  
 Teacher Licensure Renewal, 22  
 Teaching Fellows  
     NC Awards, 32  
     Program, 13, 52  
 Technical School Transfers, 19, 59  
 Terms of Payment, 26-27  
 Theatre, Music, and Speech Curriculum, 146-158  
 Transfer Admission, 18-20  
     Requirements, 18  
 Transfer Credit, 59  
 Transcripts, 61  
 Trustees, 171-172  
 Tuition, 25

## U

Undergraduate Academic Calendar, 198  
 Undergraduate Degree Programs for Women Age 23+, 20, 52

## V

Veterans' Benefits, 36  
 Visitation Credit, 56  
 Visiting Students, 21  
 Visits to the Campus, 199  
 Vocational Rehabilitation, 36

## W

Washington Center, the, 56  
 Weems, The John E. Graduate School, 12  
 Withdrawals, 27, 62  
 Women's Studies, 68  
 Work-Study Programs, 35  
 Worship Services, 41  
 Writing Achievement Scholarship, 31

NOTES:

NOTES:





# MEREDITH

C O L L E G E

## OFFICE OF ADMISSIONS

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

(919) 760-8581, or 1-800-MEREDITH

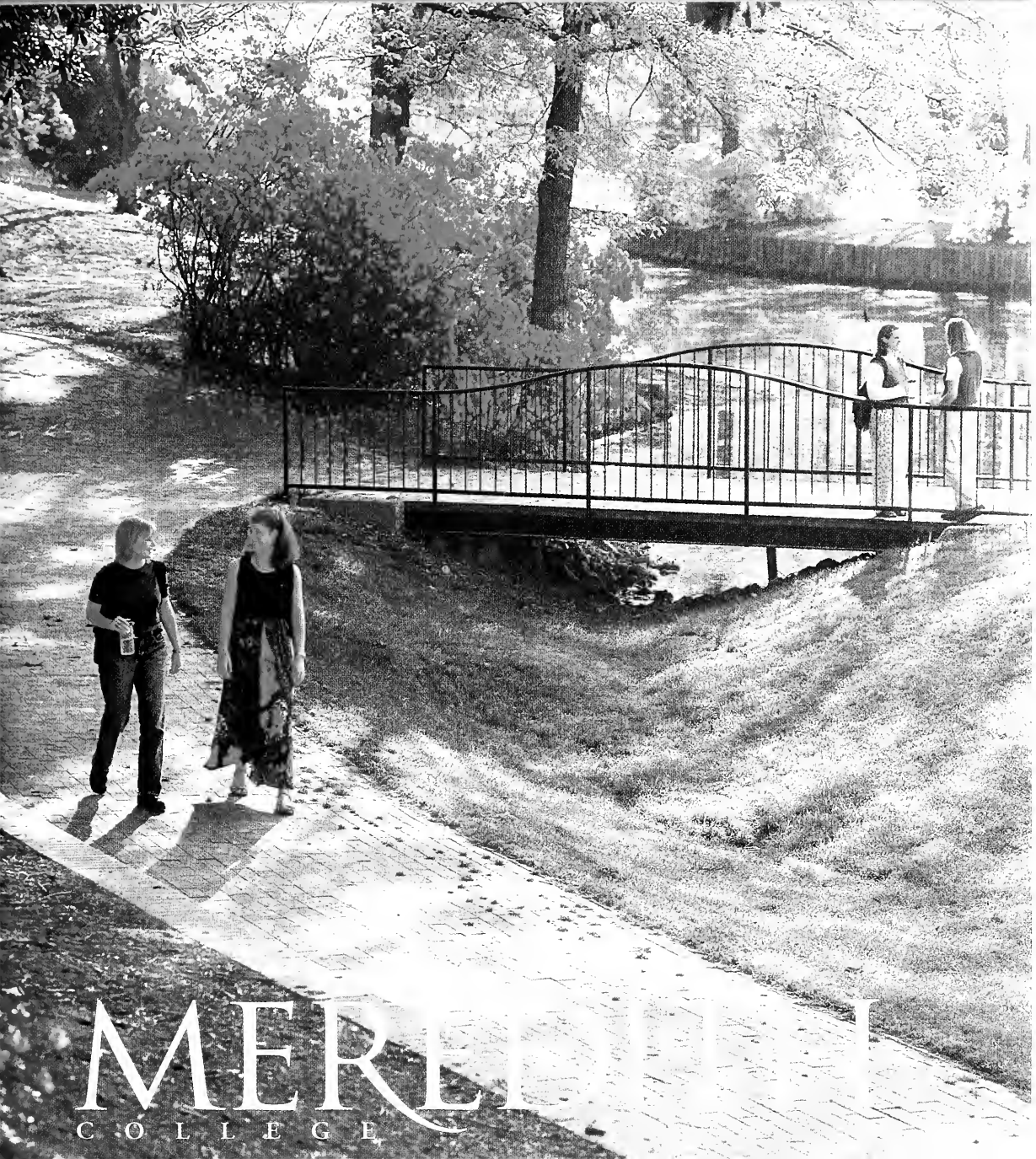
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# UNDERGRADUATE CATALOGUE

## 1999-2000



# MEREDITH

COLLEGE



# MEREDITH COLLEGE UNDERGRADUATE CATALOGUE

*Volume 23*

1999 - 2000

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Requests for Meredith catalogues should be sent to:

*Office of Admissions  
Meredith College  
3800 Hillsborough Street  
Raleigh, North Carolina 27607-5298*



# CONTENTS

<b>President's Message .....</b>	<b>7</b>	<i>Contractual Agreement.....</i>	<i>27</i>
<b>Meredith College: Purpose and Overview .....</b>	<b>9</b>	<i>Financial Assistance.....</i>	<i>27</i>
Purpose .....	9	<i>Principles and Procedures.....</i>	<i>27</i>
Statement of Mission .....	9	<i>Types of Assistance.....</i>	<i>29</i>
Accreditation.....	9	<b>Student Life .....</b>	<b>39</b>
Nondiscriminatory Policy .....	10	Student Orientation .....	39
Student Life .....	10	Cultural and Social Activities .....	39
Faculty .....	11	Student Honors .....	40
Curriculum .....	11	Student Responsibility .....	40
Honors Program .....	11	<i>Honor System.....</i>	<i>40</i>
Individualized Study .....	11	Student Government Association .....	40
Continuing Education .....	12	<i>Student Regulations.....</i>	<i>41</i>
Graduate Programs .....	12	<i>Student Life Committee.....</i>	<i>41</i>
Career Direction .....	12	Student Organizations.....	41
<i>Pre-professional Studies.....</i>	<i>12</i>	<i>Societies.....</i>	<i>41</i>
<i>Teacher Education.....</i>	<i>12</i>	Religious Life .....	41
<i>Teaching Fellows Program.....</i>	<i>13</i>	Recreation .....	42
<i>Nursing Transfer Curriculum for RNs.....</i>	<i>13</i>	Intercollegiate Athletics .....	42
<i>Dietetic Internship.....</i>	<i>13</i>	Residence .....	42
<i>Professional Communications.....</i>	<i>13</i>	<i>Commuter Student Life.....</i>	<i>43</i>
<i>Criminal Justice Studies.....</i>	<i>13</i>	Computer Services .....	43
<b>Admission .....</b>	<b>15</b>	Health Care .....	43
Admissions Options .....	15	Counseling.....	43
Freshman Traditional Admission .....	15	<i>Academic Advising.....</i>	<i>43</i>
Transfer Traditional Admission.....	18	<i>Career Planning.....</i>	<i>43</i>
Undergraduate Degree Programs for Women		<i>Personal Counseling.....</i>	<i>44</i>
Age 23+ .....	19	<i>Counseling Center.....</i>	<i>44</i>
International Students.....	20	<i>Freshman Discovery Series, First-Year</i>	
Re-Admission of Former Students.....	20	<i>Experience Class.....</i>	<i>44</i>
Part-Time Students.....	21	Student Organizations.....	44
Non-Degree Students.....	21	<b>Academics: Programs and Regulations .....</b>	<b>47</b>
Condition of Admission.....	22	Choice of Catalogue.....	47
Advanced Standing Credit .....	22	Degree Programs.....	47
Orientation-Registration .....	23	<i>Requirements for All Degrees.....</i>	<i>47</i>
Summer Session .....	23	<i>Requirements for Bachelor of Arts and Bachelor</i>	
<b>Finances.....</b>	<b>25</b>	<i>of Science Degrees.....</i>	<i>47</i>
Tuition and Fees .....	25	<i>Minors.....</i>	<i>49</i>
<i>Full-Time Students.....</i>	<i>25</i>	<i>Requirements for the Bachelor of</i>	
<i>Part-Time Students.....</i>	<i>25</i>	<i>Music Degree.....</i>	<i>49</i>
<i>Additional Course Fees.....</i>	<i>25</i>	<i>Requirements for a Second Degree, Major or</i>	
<i>Special Fees.....</i>	<i>26</i>	<i>Minor.....</i>	<i>49</i>
Terms of Payment.....	26	The Honors Program .....	50
<i>Payment Schedule.....</i>	<i>26</i>	<i>The Honors Curriculum.....</i>	<i>50</i>
<i>Deferred Payment Plan.....</i>	<i>26</i>	Career Direction .....	51
<i>N.C. Legislative Tuition Grants.....</i>	<i>26</i>	<i>Pre-Professional Preparation.....</i>	<i>51</i>
<i>Withdrawals/Leaves of Absence.....</i>	<i>27</i>	<i>Nursing Transfer Curriculum.....</i>	<i>51</i>

## CONTENTS

<i>Dietetic Internship</i> .....	51
<i>Professional Communications</i> .....	51
<i>Criminal Justice Studies</i> .....	51
<i>Teacher Education</i> .....	52
<i>School Social Worker</i> .....	52
<i>Teaching Fellows Program</i> .....	52
Convocation .....	52
Continuing Education .....	52
<i>Undergraduate Degree Program for Women</i>	
<i>Age 23+</i> .....	52
<i>Community Programs</i> .....	52
<i>Certificate Programs</i> .....	53
Individualized Options .....	53
<i>Special Studies</i> .....	53
<i>Writing Intensive Courses</i> .....	53
<i>Cooperative Education</i> .....	54
<i>Cooperating Raleigh Colleges</i> .....	54
<i>International Studies</i> .....	54
<i>Correspondence Credit</i> .....	55
<i>Visitation Credit</i> .....	55
Summer Study .....	56
Academic Planning and Advising .....	56
<i>Academic Advisers</i> .....	56
<i>Course Load</i> .....	56
<i>The Freshman and Sophomore Years</i> .....	56
<i>The Junior and Senior Years</i> .....	56
<i>Graduation</i> .....	56
<i>Graduate Examinations</i> .....	57
<i>Changes in Class Schedule</i> .....	57
<i>Repetition of Courses</i> .....	57
<i>Class Attendance</i> .....	57
Credit Regulations .....	57
<i>Advanced Placement Credit</i> .....	57
<i>Auditing Courses</i> .....	57
<i>Developmental/Remedial Courses</i> .....	58
<i>Corequisites</i> .....	58
<i>Residence Credit Requirements</i> .....	58
<i>Transfer Credit</i> .....	58
<i>Credits from Technical, Business, Bible, and</i>	
<i>Nursing Schools</i> .....	59
<i>Credit for Extra-Institutional Instruction</i> .....	59
<i>Old Credit</i> .....	59
<i>Credit in Music</i> .....	59
<i>Credit in Physical Education and Dance</i> .....	59
Grading System .....	59
<i>Standard Grading</i> .....	59
<i>Quality Point Ratio</i> .....	60
<i>Pass/Fail Policies</i> .....	60
Academic Recognition .....	60
<i>Classification</i> .....	60
<i>Dean's List</i> .....	60
<i>Graduation with Distinction</i> .....	60
Records .....	61
<i>Registration</i> .....	61
<i>Transcripts</i> .....	61
Satisfactory Progress, Retention, and	
<i>Suspension</i> .....	61
<i>Leave of Absence</i> .....	61
<i>Official Withdrawal</i> .....	62
<b>List of Academic Programs</b> .....	<b>63</b>
<b>Courses of Study</b> .....	<b>65</b>
<i>Special Studies</i> .....	65
<i>Interdisciplinary Studies</i> .....	65
<i>Cross-Cultural Skills Minor</i> .....	66
<i>Capstone Studies</i> .....	66
<i>Center for Women in the Arts</i> .....	67
<i>Women's Studies</i> .....	68
<i>Career Studies</i> .....	68
Art .....	68
<i>Studio Art</i> .....	69
<i>Graphic Design</i> .....	70
<i>Art History</i> .....	70
<i>Art Education</i> .....	70
<i>Curriculum</i> .....	71
Biology and Health Sciences .....	74
<i>Credit Testing and Advance Placement</i> .....	74
<i>Licensure</i> .....	75
<i>Requirements for Major and Licensure</i>	
<i>Programs</i> .....	75
<i>Requirements for a Minor</i> .....	79
<i>Curriculum</i> .....	79
Business and Economics .....	83
<i>B.S., Major in Accounting</i> .....	84
<i>B.S., Major in Business Administration</i> .....	84
<i>B.S., Major in International Business</i> .....	85
<i>B.A., Major in Economics</i> .....	85
<i>Master of Business Administration</i> .....	85
<i>Licensure</i> .....	86
<i>Curriculum</i> .....	86
Chemistry and Physical Science .....	90
<i>Major</i> .....	91
<i>Curriculum</i> .....	91
Education .....	94
<i>Programs Offered</i> .....	94
<i>Education Programs</i> .....	94
<i>Licenses and Endorsements</i> .....	95
<i>Student Teaching Requirements</i> .....	96
<i>Recommendations</i> .....	96
<i>Elementary Teacher Education (Grades K-6)</i>	
<i>Program</i> .....	96
<i>Middle Grades Teacher Education</i>	
<i>(Grades 6-9) Program</i> .....	96
<i>Secondary Teacher Education (Grades 9-12)</i>	
<i>Programs</i> .....	99
<i>Occupational Teacher Education Programs</i> .....	101
<i>School Social Worker Programs</i> .....	102



Special Subject Area Teacher Education (Grades K-12) Programs .....	103
Curriculum .....	107
English .....	110
Major in English .....	110
Minor in Professional Communications .....	110
Prerequisites .....	110
Curriculum .....	110
Foreign Languages .....	113
Majors in French and Spanish .....	113
Advanced Study .....	113
Advanced Placement .....	113
Curriculum .....	113
Health, Physical Education, and Dance .....	119
Programs .....	119
Goals .....	119
Major in Dance .....	120
Teaching Licensure in Dance .....	121
Major in Exercise and Sports Science .....	121
Teaching Licensure in Physical Education .....	122
Curriculum .....	123
History and Politics .....	130
Goals .....	130
Special Career Directions .....	130
Internships .....	130
Advanced Placement .....	130
Major in History .....	130
Major in Public History .....	130
Major in American Civilization .....	130
Major in International Studies .....	130
Minor in History .....	131
Minor in Criminal Justice Studies .....	131
Curriculum .....	131
Politics Courses:	
Major in Political Studies .....	133
Minor in Political Studies .....	133
Curriculum .....	133
Legal Assistant Courses .....	134
Human Environmental Sciences .....	135
Major in Child Development .....	135
Major in Clothing and Fashion Merchandising .....	135
Major in Foods and Nutrition .....	136
Major in Interior Design .....	136
Major in Family and Consumer Sciences .....	136
Curriculum .....	137
Mathematics and Computer Science .....	142
Goals and Objectives .....	142
B.A. in Mathematics .....	143
B.S. in Mathematics .....	143
B.S. in Computer Information Systems .....	143
B.S. in Computer Science .....	143
Licensure Requirements .....	144
Credit Testing in Mathematics .....	144
Curriculum .....	144
Music, Speech and Theatre .....	150
Purpose .....	150
Goals and Objectives .....	150
Areas of Concentration .....	150
Audition and Interview .....	151
Majors .....	151
Bachelor of Arts .....	151
Bachelor of Music .....	151
Master of Music .....	154
Curriculum .....	156
Speech Communication and Theatre .....	163
Major in Speech Communication .....	163
Curriculum .....	164
Major in Theatre .....	165
Major in Musical Theatre .....	156
Curriculum .....	167
Psychology .....	169
Major in Psychology .....	169
Curriculum .....	169
Religion and Philosophy .....	171
General Education Requirements .....	171
Major in Religion .....	171
Curriculum .....	172
Sociology and Social Work .....	174
Goals .....	174
Prerequisites .....	175
Major in Sociology .....	175
Major in Social Work .....	175
Minor in Criminal Justice Studies .....	175
Minor in Women's Studies .....	175
Curriculum .....	175
<b>Meredith College, A Profile, 1999-2000 .....</b>	<b>181</b>
<b>College Directory .....</b>	<b>183</b>
The Corporation .....	183
Board of Trustees .....	183
Board of Associates .....	185
Alumnae Association .....	187
Faculty .....	188
Adjunct Faculty .....	193
Faculty Emeriti .....	200
Administration .....	202
Campus Directory .....	208
Location .....	210
Undergraduate Academic Calendar for 1999-2000 .....	210
Correspondence and Visits .....	211
Enrollment for 1998-1999 .....	212
Campus Map .....	213
<b>Index .....</b>	<b>215</b>





## PRESIDENT'S MESSAGE

*Maureen Hartford, Ed.D.*

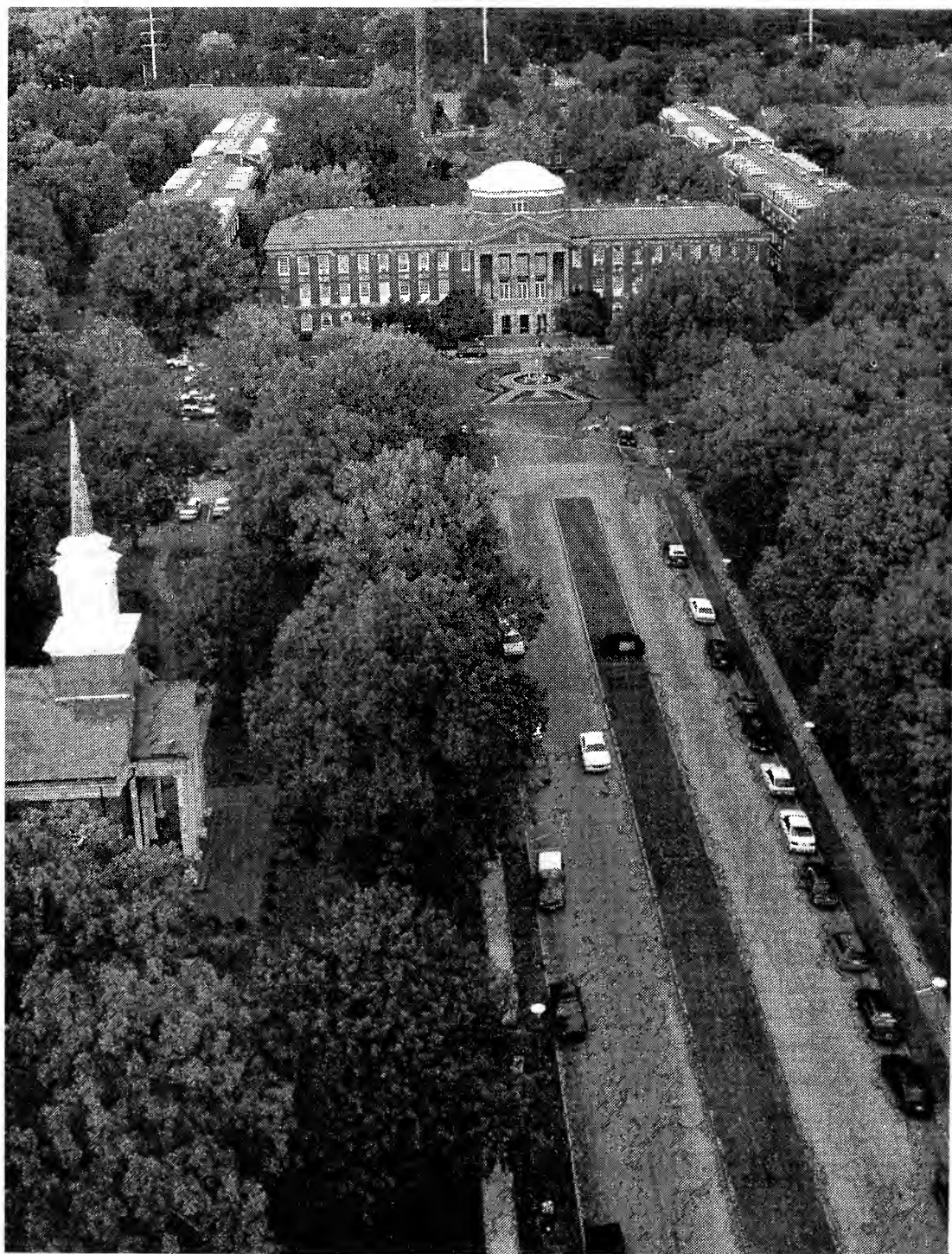
**E**DUCATING WOMEN TO EXCEL — that's Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you will value as a Meredith student, and value even more as a Meredith alumna.

Nestled in the heart of North Carolina's research triangle, Meredith's location is ideal for attracting top-notch faculty and providing internship and co-op opportunities. Raleigh is North Carolina's center for government, culture, business and entertainment. Although it is an exceptional environment for learning and gaining experience, all of that is geography. The real life of Meredith College is found on its beautiful 225-acre campus — a place where a diverse group of women unites as Meredith's student body in a lofty quest to learn, to prepare for their futures, to

excel. And excel they do, Meredith graduates are testimony to that. Our alumnae are succeeding in the competitive climate of the 1990s job market. They attribute this to the high quality education they received. Here, you are assured that the academic program you select has been designed to give you the best and most current training in that field.

In Meredith's hallowed halls, you will get to know your faculty. You will respect them for their knowledge, background, and expertise. They will know your name and your goals, and they will challenge you. Long after the ink has dried on your diploma, you will remember their names and be thankful that they did challenge you.

In today's world every woman has unlimited potential. You can do anything you want to do. If you want to excel, Meredith is the place for you.



# MEREDITH COLLEGE:

## PURPOSE AND OVERVIEW

**T**HE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-1999; Maureen Hartford, 1999-present.

### HISTORIC STATEMENT OF PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE of the College as follows:

*The purpose of this corporation is to provide for the higher education of women under Christian auspices and*

*within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.*

This historic statement of purpose is expressed in the following contemporary statement of mission.

### STATEMENT OF MISSION

IN EDUCATING WOMEN TO EXCEL, MEREDITH College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to enter graduate and professional studies, and to lead responsible lives of work, citizenship, leisure, learning, and service.

### ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE Commission on Colleges of the Southern Association of

Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097 Telephone number 404-679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It also has an approved American Dietetic Association Plan V and AP4 programs. The Legal Assistants Program is approved by the American Bar Association.

Graduates of Meredith are eligible for membership in the American Association of University Women.

## **NONDISCRIMINATORY POLICY**

MEREDITH COLLEGE ADMITS WOMEN STUDENTS OF any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the executive vice president at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special needs. The vice president for academic affairs coordinates policy with regards to learning disability.

## **STUDENT LIFE**

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,600 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication among students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs. Security services at Meredith College are provided 24-hours-a-day by sworn police officers, and access to the campus is controlled at night. Information about occurrences of criminal incidents on the Meredith campus is available through the Office of Admissions and the Chief of Campus Police.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 275,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County Public School System. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 90,000 college students.



## FACULTY

THE FACULTY AT MEREDITH ARE CENTRAL TO THE College's function as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 76 percent of the full-time faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

## CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 35 majors. Elective courses may provide for minors or further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers seven degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music.

## HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DESIGNED to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction; and to develop her many facets as a whole person. (Details on are pages 50-51.)

## INDIVIDUALIZED STUDY

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may complement her classroom study with full-time or part-time employment. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington or New York.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain, the Czech Republic, and Italy, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. Individual study opportunities are also available in China

and Japan. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions (see pages 54-55).

## CONTINUING EDUCATION

MEREDITH IS COMMITTED TO ENCOURAGING IN each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older — women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops. They may undertake course work for academic credit leading to an undergraduate or graduate degree, or they may earn certification or licensure in a job-related field (see pages 52-53).

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community of men, women, and children of all ages with programs and services responsive to a wide variety of learning needs.

## GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers five master's degree programs: Master of Business Administration (MBA); Master of Education with licensure in elementary education, English as a Second Language (ESL), and reading; Master of Health Administration (MHA); Master of Music (M.M.) in performance and pedagogy; and a dietetic internship. Full information is contained in a separate catalogue, available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program.

## CAREER DIRECTION

MEREDITH COLLEGE, WITH ITS LIBERAL EDUCATION foundation and commitment to career and personal development, offers students the key to full participation in the current and future workplace. At Meredith, traditional skills in analytic thinking, communication, human relations, and learning-to-learn are enhanced through technological knowledge and applied through experiential learning. This merger of the time-honored liberal arts perspective and contemporary workplace competencies prepares Meredith graduates with the tools for satisfying and successful career development.

For many of Meredith College's more than 35 majors, specific career preparation is an integral part of the curriculum. Students are also assisted in career direction through the use of self-designed majors, minors, concentrations, and other means of customizing their coursework. Whether students plan employment or continued academic study following graduation, they can establish and pursue career goals in all departments.

### — *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

### — *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop effective teachers whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of a teacher, a major field of study



apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

#### — *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan/Awards will receive \$6,500 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to match the \$6,500 provided by the state. Additional information on the Teaching Fellows Program can be found on pages 32 and 52.

#### — *Nursing Transfer Curriculum for RNs*

Meredith's Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs at other institutions. The curriculum is especially designed for students over the age of 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 51 and 59.

#### — *Dietetic Internship*

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills are further developed through graduate course work. This enables them to be leaders in their profession and assume responsibilities as employees and citizens.

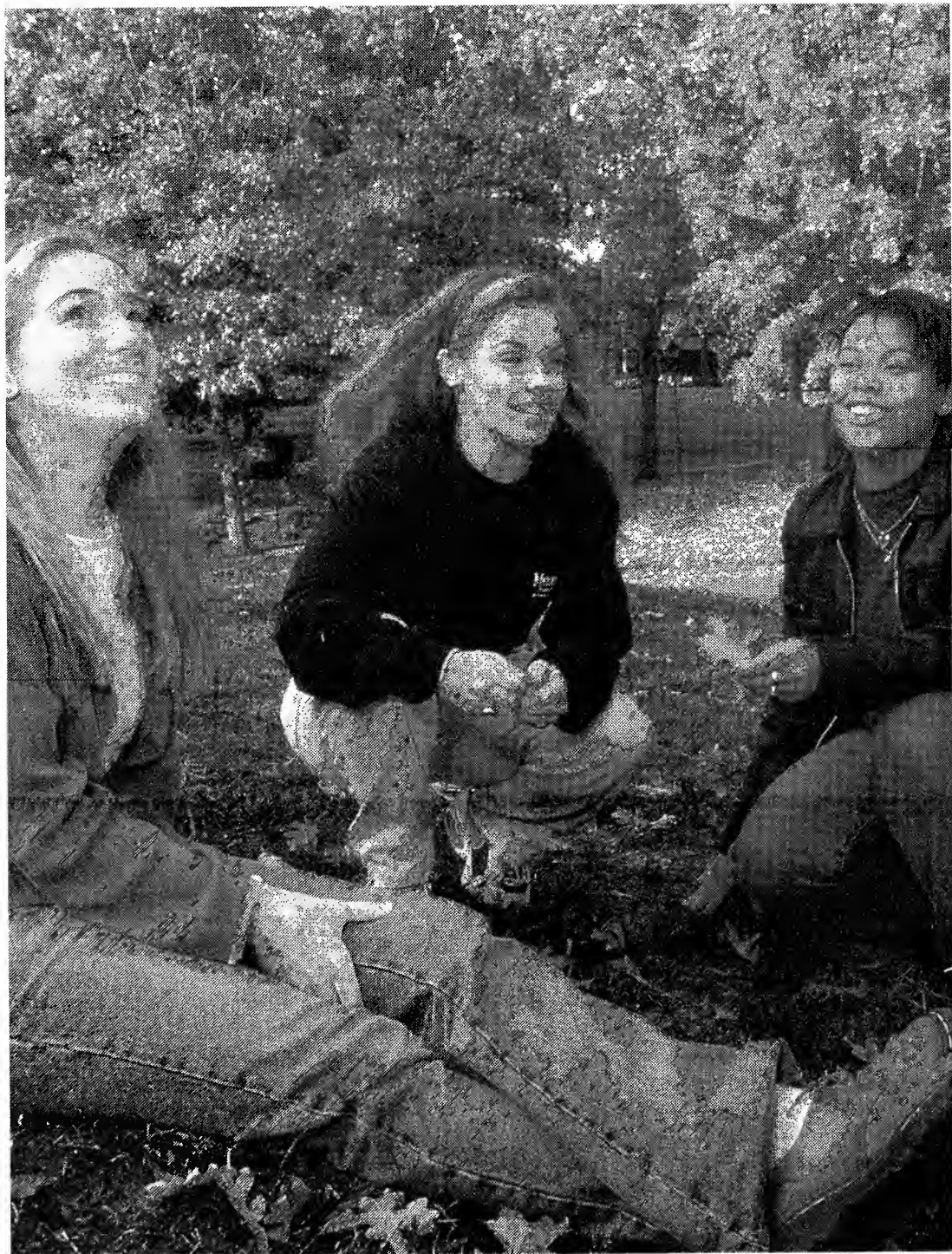
#### — *Professional Communications*

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in photography, creative writing, journalism, business, and computer information science.

Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 110.*)

#### — *Criminal Justice Studies*

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 131 or 174.



# ADMISSION

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, or Bachelor of Science. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status (*See pages 42 - 43*). The College also enrolls as commuting students adult women who enter through the 23+ Program admission option.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Admission decisions are made without regard to financial need factors. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 27-37.

## ADMISSIONS OPTIONS

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and international students who require a student visa must apply through Traditional Admissions with the Office of Admissions whether freshmen, transfers or re-admission

candidates (*See pages 15 - 23; international students should pay special attention to page 20 information.*). Women who are 23 years of age or older must apply through the 23+ Program offered through the Office of Continuing Education (*see page 19-20*).

## FRESHMAN TRADITIONAL ADMISSION

### — Requirements

To be considered for admission, a student under 23 years old or an international student requiring a student visa must file an application, obtainable from the Office of Admissions or the Meredith web site, and the \$35 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$35 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

### Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 14 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

English.....	4	
Foreign Language.....	1	(2 recommended)
Mathematics.....	3	(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)

Science .....	3	
History/Social Studies .....	3	
Electives .....	2	(preferably chosen from academic subjects listed above)

Careful attention is given to the applicant's grade average in the academic subjects. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in at least the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school program.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

### Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 950 and 1120 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign

Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (*Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.*)

For having official SAT-I or TOEFL scores requested, Meredith's code number is 5410; for ACT score requests, the code number is 3126.

### Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in an academic subject in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

### Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the college of her disability by submitting the Voluntary Disclosure Form. Students needing special accommodations by the college will be required to submit appropriate documentation of the disability.

### Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic

background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. (*See page 211.*)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (*See page 30.*)

### — *Early Admission*

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

### — *Early Decision Plan*

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1, and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. (*See page 28 for information about application procedures.*) Students accepted under the Early Decision Plan are required to make a

\$100 advance deposit by December 1. This non-refundable payment applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is based on clearly meeting admissions criteria. If additional information such as first-term grades or senior-year SAT-I or ACT scores is needed to make a decision, a student may be notified that action on her application has been deferred. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

### — *Rolling Admission Plan*

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning November 1, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. A student accepted under the rolling decision plan is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

### — *Credentials for Home-Schooled Students*

Because the academic experiences of home-schooled students are so varied, the credentials used in the evaluation of an application are established on an individual

basis. The student is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. She must submit an official transcript from each traditional high school attended (if any) and official copies of transcripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate will be required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student is required to submit scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

## TRANSFER TRADITIONAL ADMISSION

Each year Meredith admits qualified applicants who transfer from other colleges or universities. Students under the age of 23 with college credits or international students needing a student visa apply through the Traditional Admissions program of the Office of Admissions. Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 19.) Students are admitted at all class levels, but at least 31 semester hours must be completed at Meredith College as a requirement for graduation. (See page 58, *Residence Credit Requirements*.)

A student who is 23 or older must apply through the 23+ Program in the Office of Continuing Education.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students through either the Traditional Admission or 23+ Program depending on age. (See page 49 for information regarding credit requirements for a second degree program.)

### — Requirements

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to have at least an overall C average (2.0 on a 4.0 scale) on

transferrable courses completed at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. (See page 22 for information about transfer credit evaluation and the calculation of the transfer grade point average.)

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith. (See pages 47 - 48)

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (Information about the health record is found on page 16.)

### — Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission or the Meredith web site, and the non-refundable \$35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office pro-

vides forms for the references to use in providing recommendations. Recommendations are not part of the ongoing file of an enrolled student.

Fall transfer application evaluation begins in early January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins in early November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

### **— Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools**

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described below. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted at Meredith College. (*See page 59 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.*) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having fewer than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

## **23+ PROGRAM ADMISSION**

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a degree candidate without fulfilling regular Meredith admission requirements. A student must be 23 years of age as of the first class day of the term she wishes to enroll in order to apply through the 23+ Program.

A student may apply to the 23+ Program as a first-time college student, a transfer student continuing or resuming her education, or a student seeking re-admission to Meredith. A student files her application through the 23+ Program in the Office of Continuing Education, is accepted to complete a pre-arranged program of 3 to 15 semester hours, depending upon her credit evaluation, and to complete math readiness courses if necessary. She then has her admission to the College confirmed based on satisfactory performance in the pre-arranged program and in the math readiness program if required. If a student is unsuccessful in the pre-arranged program and/or math readiness courses, her admission will not be confirmed and she will be required to terminate her enrollment.

To apply for admission, the student files a 23+ Program application and the \$35 application fee in the Office of Continuing Education and has all official transcripts, including high school and/or GED and all post-secondary transcripts, sent to that office. A student must have an official transcript sent from every post-secondary institution attended, including summer sessions. She must also provide a recommendation from a current or former employer, teacher or minister. A student whose primary language of instruction has not been English may be required to submit scores on the Test of English as a Foreign Language (TOEFL) for advisory purposes.

An evaluation of all academic records is prepared that will include a preliminary credit statement which reflects any hours transferable from other post-secondary institutions, general education requirements met, and the transfer grade point average. The student then meets with an adviser in the Undergraduate Degree Program for Women Age 23+, who will inform her of the requirements she must complete as a 23+ Program student. Every applicant will complete at least one semester in 23+ Program status, and a course program of as many as 15 specified semester hours credit may be planned for her. A candidate who does not present an adequate background in mathematics will also be required, as part of her provisional program, to take non-credit courses in high school algebra through the intermediate (Algebra II) level. A student accepted into the 23+ Program must file required health information.



The student's performance on the pre-arranged program, which is a maximum of 15 semester hours, becomes the primary criterion for subsequent confirmation of her admission as a degree candidate. To complete the admission process, a 23+ Program student must attain at least a 2.0 average in the courses attempted at Meredith and be successful in the math readiness courses, if required as part of her program. When the pre-arranged program is satisfactorily completed, the student is notified that her admission has been confirmed and her records are changed to reflect her status. Once the student is confirmed as a degree candidate, she is assigned to an academic adviser in the department associated with her area of interest.

All credits earned as a 23+ Program student are applicable to the degree requirements at Meredith. Also, the student will receive credits for any work that is transferable from other post-secondary institutions and credits for any acceptable advanced placement testing or extra-institutional instruction. (See page 22 for transcript evaluation procedures and other advanced standing policies.)

## INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Office of Admissions regardless of her age. If an F-1 visa is not needed, the student should apply through the Office of Admissions if she is under age 23 and through the 23+ Program Office if she is age 23 or older.

In filing an application for admission in either office, an international student must submit an official transcript, marksheet, or academic record from each secondary school, college, or university attended; an official copy of each diploma, degree, or educational certificate received; and an official score report of any national examination. In addition, an international student is normally expected to present a course-by-course evaluation of her academic documents compiled by an independent academic credential evaluation provider. Meredith recommends World Education Services, Inc. (WES) or Joseph Silny & Associates, Inc. (JS & A) for this service. Upon receipt of a student's official educational credentials, a Meredith admissions officer or a 23+ adviser will contact the applicant to let her know whether it will be necessary for her to submit an evaluation from one of these providers. Applications for these evaluations can be obtained from the Meredith Office of Admissions, from the 23+ Program Office, from the WES website ([www.wes.org](http://www.wes.org)), or from the

JS & A website ([www.jsilny.com](http://www.jsilny.com)). Both evaluation services require a fee for processing applications.

The international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying through the Office of Admissions, a native English speaker should substitute the Scholastic Assessment Test (SAT-1) or American College Test (ACT) for the TOEFL. If applying through the 23+ Program Office, a native English speaker will not be required to take TOEFL. The tests (TOEFL, SAT-1, and/or ACT) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a completed health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. A foreign student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the U.S.A.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Information and application materials are available from the Office of Admissions and from the 23+ Program Office.

## RE-ADMISSION OF FORMER STUDENTS

A degree student who was previously enrolled at Meredith but did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the college by filing a re-admission application and a \$25 non-refundable application fee. Students who have graduated from Meredith but are under 23 years of age and wish to return for a second major also must file for re-admission through the Traditional Program of the Office of Admissions. (The exception to this policy is the student who was granted a leave of absence, who has complied with the terms of the leave and who re-enrolls within



the allotted leave time.) If the student has been enrolled at other colleges or universities since her withdrawal, she should request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the appropriate admissions office and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the College will have her application considered by the Board of Review. Along with the above application information she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended and any other information demonstrating that she should be readmitted. The Board of Review will base its decision on these materials. Application must be made at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is readmitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student on double probation normally will not be readmitted to the College a second time after withdrawal or suspension.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate department head.

A former Meredith student who is 23 years of age or older must apply for readmission through the 23+ Program in the Office of Continuing Education and would follow the same procedures outlined above.

## **PART-TIME STUDENTS**

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

## **NON-DEGREE STUDENTS**

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions process. In most instances, non-degree students are registered on a part-time basis.

### **— Visiting Students**

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

### **— International Visitors**

International students at foreign universities with which Meredith has exchange agreements may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such a student will file a special application and the required academic records and financial statement through the Office of Admissions. When cleared for exchange visitor status, the College will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students who are enrolling at the College.

### **— Teacher Licensure Renewal Students**

A certified public school teacher who enters for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

### **— Teacher Licensure Program Candidates**

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at

Meredith in order to complete the licensure program. (See pages 94-110 for admission requirements and procedures and other program information.)

### — Senior Scholars Program

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

### — Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

### — Post-Baccalaureate Students

A student who already has a baccalaureate degree and who is not interested in completing a second degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term. *A student who wishes to complete a second baccalaureate degree should see page 49.*

### — Other Non-Degree Students

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith College may register for courses for credit as a non-degree student subject to the following conditions:

a. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

b. She may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been authorized by the Dean of Undergraduate Instruction.

Such a student registers in the Office of the Registrar on the opening day of the term.

Any non-degree student who thinks she may eventually wish to seek degree candidacy at Meredith should consult with the appropriate office for information about admission requirements and procedures. The completion

of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the 23+ Program in the Office of Continuing Education.

## CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

## ADVANCED STANDING CREDIT

### — Evaluation of Credit

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation reflecting hours transferred, general education requirements met, and transfer grade point average. All applicants should be aware that in computing the overall transfer grade average, Meredith's grading scale — which is based on a 4.0 quality point system (A=4.0, B=3.0, C=2.0, D=1.0) — will be used, with other units of credit being converted to semester hours. Applicants should also know that orientation, cultural activity, developmental, and physical education activity courses are not calculated into the grade average.

See pages 57-59 for information about credit regulations. Special attention is called to the maximum credit accepted from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

### — Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an

International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Further information about these opportunities may be obtained by writing the Office of Admissions.

gram in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.

### — *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

## ORIENTATION-REGISTRATION

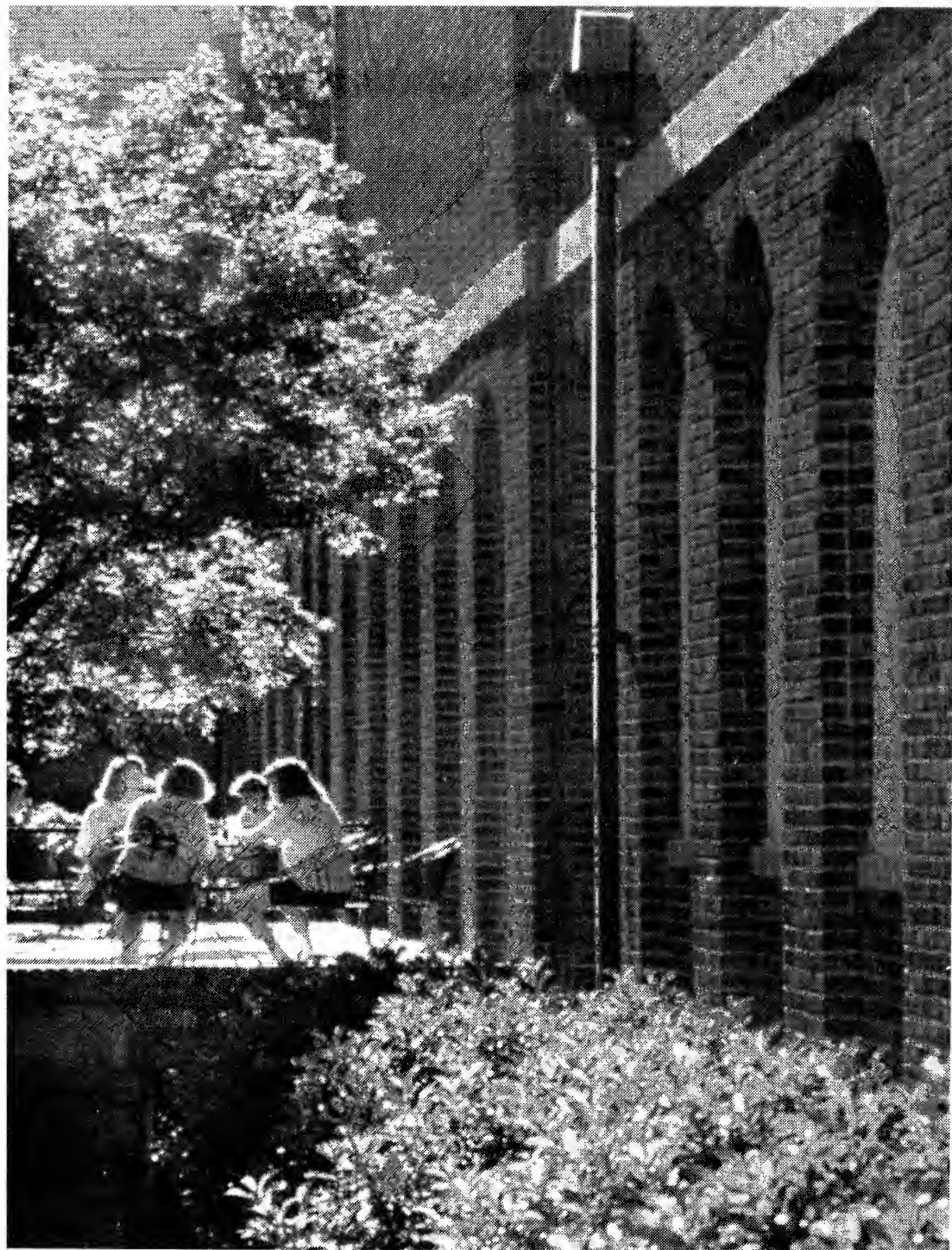
An orientation program is provided prior to the start of classes for students entering in August. (*See page 39 for a description of the program and pages 210-211 for the date new students are expected to arrive.*) All freshmen and transfer students are expected to take part in the orientation program. The Office of the Dean of Students sends information about this program and the opening of residence halls to all new students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing Education also sponsors a special orientation each semester for students entering through the 23+ Program.

## SUMMER SESSION

During the summer, the College operates three three-week terms. (*See page 211 for dates.*) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Women from other colleges and universities are also welcome. Courses during the summer session are open to any woman who has earned a high school diploma or GED certificate at least one year prior to registering at Meredith College. By attending summer sessions a student can complete her degree pro-



# FINANCES

**M**eredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

Each residence hall room is also wired for access to e-mail, the Internet and Meredith's Intranet via the College's campus-wide network.

## TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

### —Full-Time Students (12-18 credit hours and all resident students)

	<i>Semester</i>	<i>Year</i>
Resident students tuition .....	\$4,645	\$9,290
Room, board, infirmary .....	\$2,050	\$4,100
TOTAL .....	\$6,695	\$13,390

	<i>Semester</i>	<i>Year</i>
Commuting students tuition .....	\$4,645	\$9,290

### —Part-Time Students (1-11 credit hours)

Tuition (for credit or audit) .....	\$275 per credit hour
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### —Additional Course Fees

Credit in excess of 18 hours .....	\$275 per credit hour
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## Applied Music - Per semester

### Full-time students

1 half-hour lesson weekly .....	\$120
2 half-hour lessons weekly .....	\$240
Class lessons in piano, voice, or guitar .....	\$105
Recital fee .....	\$120
Accompanist fee .....	\$225-\$300

### Part-time students (for credit)

*Tuition of \$275 per credit hour plus the following fees:*

1 half-hour lesson weekly .....	\$120
2 half-hour lessons weekly .....	\$240
Class lessons in piano, voice, or guitar .....	\$105
Recital fee .....	\$120
Accompanist fee .....	\$225-\$300

## Art

Studio fees vary up to \$225 per course to cover expendable materials.

## Birth through Kindergarten

BK 460 .....	\$150
BK 470 .....	\$150

## Child Development

CD 336 .....	\$55
CD 434 .....	\$55
CD 450 .....	\$75

## Education

EDU 439, Student Teaching .....	\$300
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## Health and Physical Education

Equitation, golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.

**Social Work**

SWK 402-A, Field Experience .....	\$300
SWK 402-B, Field Experience .....	\$300

**Auditing Courses**

Full-time students .....	no charge
Part-time students .....	\$275 per credit hour

*Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.*

*Books, gym clothes, and other instructional expenses are not included in the above charges.*

**—Special Fees**

Application fee for new students .....	\$35
Application fee for students seeking re-admission .....	\$25
Graduation and lifetime transcript fee .....	*\$75

**Breakage fee** — Students will be billed for unjustifiable damage to college property.

**Health services** — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for \$90.00 per semester.

\*Maximum 10 transcripts per order, \$5.00 charge per transcript over 10.

**TERMS OF PAYMENT****—Payment Schedule**

Advance payment for all entering students .....	\$100
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Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$35 fee which must accompany the application of each new student.

*New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.*

Advance payment for returning resident students .....	\$150
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All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

**—Deferred Payment Plans**

Meredith offers two alternate payment plans:

**OPTION 1:** A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a \$25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

**OPTION 2:** A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a \$50 annual fee for this service which is administered by Academic Management Services, P.O. Box 100, Swansea, Massachusetts 02777 (1-800-635-0120).

**—North Carolina Legislative Tuition Grants**

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1998-99 was \$1,600.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual

application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

#### —*Withdrawals/Leaves of Absence*

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester.....	0%
6th through 10th day of the semester .....	20%
11th through 20th day of the semester .....	40%
After 20th day of the semester .....	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

See page 62 for how to effect an official withdrawal. If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

#### —*Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

### FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. A foreign applicant should consult page 20 for assistance available to students from other countries.

#### —*Principles and Procedures*

##### **The Need Concept**

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file Meredith's "Application for Financial Assistance" and a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated

\$1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1999-2000 is \$15,740. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$5,850 for food and miscellaneous personal expenses including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1999-2000 is \$15,840. The average expenditure for books is calculated at approximately \$700 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance.

### **Application Procedures**

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

1. Return the College's "Application for Financial Assistance" to the Office of Financial Assistance. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Financial Assistance.

2. Complete and mail the Free Application for Federal Student Aid (FAFSA) - an envelope is provided for you in the FAFSA booklet. Indicate Meredith College as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from any high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will need to file a Meredith College "Application for Financial Assistance" and CSS PROFILE form, both of which may be obtained from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships,

her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by *February 15*.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

The College's "Application for Financial Assistance" and the FAFSA must be filed each year the student wishes to receive financial assistance; the forms should be completed and mailed between January 1 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

### **The Award**

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

### **Notification of Awards**

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of *tentative* assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

### **Payment of Award**

*Scholarships and grants* administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a *Federal Stafford Loan*, and/or a parent chooses to apply for a *Federal PLUS Loan*, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in



an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any aid received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a *Federal Work Study* job on campus are paid on the 10th of each month for work performed during the preceding month.

### Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues its support if (1) a need persists, (2) the FAFSA and the Meredith "Application for Financial Assistance" are completed and mailed by the stated deadline, and (3) the student maintains satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

### Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial aid award letter. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

### —Types of Assistance

#### Competitive Scholarships

Recipients of the following competitive scholarships, Honors Program participants and Teaching Fellows are invited to take part in *Focus on Excellence*. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

#### Meredith College Academic Scholarships

These awards recognize students having superior academic ability, achievement, and promise. At least eight scholarship awards are available each year for entering freshmen having superior credentials. For 1999-2000, two Academic Scholarships are valued in the amount of \$7,500 annually and eight are set at \$4,000 per year. The scholarships are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The Meredith College Academic Scholarships are made possible through the following endowment funds:

*Craig-Davis Honors Scholarship*  
*Hesta Kitchen Crawford Honors Scholarship*  
*Jessie Ball Dupont Scholarship*  
*Durham Corporation Education Endowment Fund*  
*General Hugh B. Hester Honors Scholarship*  
*Paula Green Hester Honors Scholarship*  
*Cleo and Elwood Perry Honors Scholarship*  
*Vida Thompson Williams Scholarship*

#### Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year at least 12 scholarships are awarded to outstanding freshman applicants having supe-

rior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$2,000 to \$3,000 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

Finalists in this competition may be required to interview with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

### ***Art Scholarships***

*Eleanor Layfield Davis Scholarship*

*Ruby C. and Ernest P. McSwain Scholarship*

*Lois Griswold Outland Scholarship*

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from \$500 to \$1,500 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to participate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

### ***Music Scholarships***

*A.J. Fletcher Scholarship*

*Robert H. Lewis Scholarship*

*Music Talent Scholarships*

*Mary Perry Beddingfield Scholarship*

Each year one A.J. Fletcher Scholarship, one Robert H. Lewis Scholarship, three Music Talent Scholarships, and one Mary Perry Beddingfield Scholarship are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarship is for \$7,500 per year. The Robert H. Lewis Scholarship is for \$3,000 per year. The Mary Perry Beddingfield Scholarship is for \$600 per year. A Music Talent Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Speech, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

### ***Sandra Graham Shelton Scholarship in Interior Design***

Meredith College awards each year to an entering freshman one Sandra Graham Shelton Scholarship in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is \$1,300 per year. It is renewed annually, for a total of four years, subject to the recipient's

remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

### ***Thomas Meredith Baptist Heritage Scholarships***

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of *The Biblical Recorder*, who chaired the committee that recommended to North Carolina Baptists in 1838 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at \$1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

### ***Meredith College Scholarship for Achievement in Writing***

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-

oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 Q.P.R.) on work attempted in a full-time program of study.

### ***Meredith College Scholarship for Achievement in Mathematics***

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 Q.P.R.) on work attempted at Meredith in a full-time program of study.

### ***Meredith College Outstanding Scholar Awards***

In recognition of superior academic abilities and intellectual promise, Meredith College has established the Outstanding Scholar Awards. The scholarship is valued at \$1,500 per year without regard to financial need. It is renewable provided the recipient remains in good standing, is a full-time student, and maintains a 3.0 quality point ratio (B average) on all courses taken at Meredith.

Outstanding Scholar Awards are for freshmen and first-year transfer candidates whose academic credentials merit an invitation into the Honors Program of the College. For a freshman recipient, the award is renewable for a total of four years. For a transfer student, the renewability will be for a total of two or three years, depending upon the student's classification at the time of entry.

Recipients of an Outstanding Scholar Award who have been invited into the Honors Program are strongly

encouraged to participate in this stimulating academic opportunity.

### ***Emerging Leaders Scholarships***

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. Entering freshmen are initially selected for a one-year award of \$1,500, which is applied to their tuition payments. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith College.

Students who win Emerging Leaders Scholarships may apply to have their award renewed. Renewal is not automatic and only a select number of awards will be extended. Details of this competitive renewal process are provided to freshman recipients early in the fall term. Renewal is based on academic performance and on the level of participation and leadership activity during the freshman year. A student must be in good standing, be a full-time student, and have a minimum quality point ratio of 2.5 on courses taken at Meredith. Once renewed, an Emerging Leaders Scholarship will be provided each year (up to a total of four years) as long as the student maintains these minimum requirements.

### ***Meredith College Transfer Honor Scholarships***

Each year five Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is \$1,500 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

### ***North Carolina Teaching Fellows Awards***

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG, to match

the stipend of \$6500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. File a Meredith College "Application for Financial Assistance" and the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

### ***Acteen Studiact Scholarships***

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$450 per year, depending upon the Acteens achievement level the student has obtained.

	<i>Per Year</i>	<i>Four-Year</i>
<i>Studiact Level of Achievement</i>	<i>Value</i>	<i>Total Value</i>
Queen or Service Aide .....	\$200	\$800
Queen with a Scepter .....	\$250	\$1,000
Queen Regent .....	\$300	\$1,200
Queen Regent in Service .....	\$350	\$1,400
Service Aide .....	\$400	\$1,600
State Acteen Citation .....	\$450	\$1,800

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 1107, Cary, NC 27612-1107.

### **General Scholarships**

#### ***Meredith College Scholarships***

Meredith provides scholarships for entering and continuing students based on financial need. Applicants must complete the Meredith College application for financial assistance and the FAFSA to be considered. The amount of the scholarship is determined by the level of financial need.

#### ***North Carolina Contractual Scholarships***

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

### **Endowed Scholarships**

Friends of Meredith have provided funds to establish a number of endowed scholarships. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. Scholarships are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship.

*The following scholarships are available:*

*George I. Alden Trust Teaching Scholarship*  
*James Larkin and Iona Mae Ballou Trust*  
*Baptist Women Scholarship*  
*Dr. J.T.J. Battle Scholarship*  
*Mary Perry Beddingfield Music Scholarship*  
*Louise McComb Bennett Scholarship*  
*Amorette Bryant Bolton Scholarship*  
*Fred C. and Irene Bonhardt Scholarship*  
*Annie and John Bostic Scholarship*  
*Branch Banking & Trust Teaching Scholarship*  
*Dorothy Ray Branham Scholarship*  
*Charles Brewer Scholarship*  
*Love Bell Brewer Scholarship*  
*Margaret Highsmith Brown Music Scholarship*  
*Bryan Trust Scholarship*  
*Bryan Foundation Scholarship*  
*Maude Bunn Scholarship*

*Ruth Deaton Burnett Scholarship*  
*Craven Allen and Jane Russell Burris Scholarship*  
*Ernest F. Canaday Mathematics Scholarship*  
*Carolina Power and Light Company Scholarship*  
*Mrs. Earl N. Carr Scholarship*  
*Charlotte Wester Cate Scholarship*  
*Z.M. Caveness Scholarship*  
*Centura Bank Teaching Scholarship*  
*Jackie R. Chamblee International Student Scholarship*  
*Helen J. Clancy Memorial Scholarship*  
*Class of 1910 Scholarship*  
*Class of 1932 Scholarship*  
*Class of 1934 Scholarship*  
*Class of 1936 Scholarship*  
*Class of 1938 Scholarship*  
*Class of 1939 Scholarship*  
*Class of 1944 Scholarship*  
*Class of 1945 Scholarship*  
*Class of 1951 Scholarship*  
*Class of 1952 Scholarship*  
*Class of 1957 Scholarship*  
*Class of 1964 Scholarship*  
*Class of 1967 Scholarship for International Studies*  
*Class of 1968*  
*Class of 1972 Scholarship*  
*Class of 1990 Scholarship*  
*Edwin S. and Goldie Coates Scholarship*  
*Inabelle Coleman Scholarship*  
*James L. "Hap" Collier Scholarship*  
*Anne Reece Collins Scholarship*  
*Mary Reid Cone Scholarship*  
*Norma Baker Cook Art Scholarship*  
*Frances T. and C.R. Council Scholarship*  
*Beulah Rimmer Craig Scholarship*  
*Craig-Davis Honors Scholarship*  
*Hesta Kitchen Crawford Honors Scholarship*  
*Barham and Bertha Langdon Creech Scholarship*  
*Iris Culler Creech Scholarship*  
*Nell Baker Creech & Hallie W. Baker Scholarship*  
*Roger H. Crook Scholarship*  
*Anne C. Dahle Scholarship*  
*Katherine Gene Davenport Dapore Scholarship*  
*Eleanor Layfield Davis Art Scholarship Fund*  
*Essie Dale Hunter Dickson Scholarship*  
*Beatrice E. Donley Scholarship*  
*Melody Jane Frazier Doster Scholarship*  
*Dr. Elizabeth James Dotterer First Family Scholarship*  
*Jessie Ball duPont Endowment Fund*

*Durham Corporation Education Endowment Fund*

*Phyllis Edwards Scholarship*  
*Lucille Lawrence Ellis Scholarship*  
*Myrtle Hart Farmer Scholarship*  
*Farrior Sisters Scholarship*  
*Lucy Teague Fassett Scholarship*  
*Dr. James Grady Faulk First Family Scholarship*  
*First Baptist Church Scholarship*  
*First Citizens Bank Scholarships*  
*First Title Insurance Company Scholarship*  
*First Union Teaching Fellow Scholarship*  
*Fisk-Rose Scholarship*  
*A.J. Fletcher Music Scholarships*  
*Nancy C. Forbes Scholarship*  
*Foreign Language Scholarship*  
*Forsyth County Scholarship*  
*Jane Renn Frazier Scholarship*  
*Claude Gaddy Scholarship*  
*Nannie S. Gaddy Scholarship*  
*Katherine Papadakis Georgallis Scholarship*  
*GlaxoWellcome Women in Science Scholarship*  
*Barbara Lyons Goodmon Scholarship*  
*Goodwin Girls First Family Scholarship*  
*Goodwin-Loftin First Family Scholarship*  
*Wense & Marion Grabarek Scholarship*  
*Lillie Grandy Scholarship*  
*Mae Grimmer Scholarship*  
*Drs. Carolyn and Frank Grubbs Scholarship*  
*Addie Jones Hall Scholarship*  
*The Reverend Romulus F. and Bessie S. Hall Memorial Fund*  
*Fuller B. Hamrick Scholarship*  
*Pauline Olive Hamrick Scholarship*  
*Laura Weatherspoon Harrill Scholarship*  
*Ella Perry Harris Scholarship*  
*M. Elizabeth Harris Scholarship*  
*Helen Oldham Hayes Scholarship*  
*E. Bruce Heilman Scholarship Fund*  
*Mattie Jenkins Henderson Scholarship*  
*Ruth Hilliard Hensley Music Scholarship*  
*General Hugh B. Hester Honors Scholarship*  
*Paula Green Hester Scholarship*  
*History and Politics Scholarship*  
*Ella Greenwood Holcomb Scholarship*  
*Ruth Tucker Holleman Scholarship*  
*M.A. Horner Scholarship*  
*Mabel Andrews House Scholarship*

*Nannie Willis Hunter Scholarship*  
*Catharine Margaret Inez Watkins Isaacs Memorial Scholarship*  
*Catharine Margaret Inez Watkins Isaacs First Family Scholarship*  
*The James Scholarship*  
*Frances P. Jennings Scholarship*  
*Guion Johnson Scholarship*  
*Mary Lynch Johnson Scholarship*  
*Moses S. Jones Scholarship*  
*Katharine Kerr Kendall Scholarship*  
*Ione K. and Thomas B. Knight First Family Scholarship*  
*William W. Lawrence Scholarship*  
*Ida Belle Ledbetter Scholarship*  
*Carolyn Sperry Leith Scholarship*  
*Rebecca Jean Morris Lewis Scholarship*  
*Robert H. Lewis Scholarship*  
*Margaret Hine Linville Scholarship*  
*Mabel Clair Hoggard Maddrey Scholarship*  
*Mangum Scholarship*  
*Gail Newton Martin Scholarship*  
*Leroy Martin Scholarship*  
*Marie M. Mason Scholarship Fund*  
*Mr. and Mrs. W.H. Matthews Scholarship*  
*Anna Elizabeth Liles Maynard Scholarship*  
*Mona Blevins McGilvray Scholarship*  
*Gwen and George McCotter First Family Scholarship*  
*Wilma L. McCurdy Scholarship*  
*Mary Mac Stroud McLean Scholarship*  
*Deborah S. McNeill Scholarship*  
*Margaret Mason McManus Scholarship*  
*Ruby C. & Ernest P. McSwain Scholarship*  
*Charles E. Merrill Scholarship*  
*Emma Bronson Miller Scholarship*  
*Everett Miller Teaching Scholarship*  
*Charles S. Mitchell Scholarship*  
*Mull-Jackson-Mellette First Family Scholarship*  
*Rebecca J. Murray Teaching Scholarship*  
*NationsBank Scholarship*  
*Nationwide Insurance Foundation Scholarship*  
*Neese Family Scholarship*  
*Margaret Grayson Nelson Scholarship*  
*Jennie Reid Newby First Family Scholarship*  
*Nancy Newlin Memorial Scholarship*  
*Marguerite Warren Noel First Family Scholarship*  
*Mary Crawford Norwood Scholarship*

Edla A. Ogburn Scholarship  
 Lois Griswold Outland Scholarship  
 Gladys Blaylock Page First Family Scholarship  
 Margaret Faucette Parker Music Scholarship  
 Margaret Weatherspoon Parker Scholarship  
 Elizabeth Fleischman Patrick Scholarship  
 Cleo & Elwood Perry Honors Scholarship  
 Perry-Harris English Scholarship  
 Larnette Phifer Scholarship  
 Carolyn Peacock Poole Scholarship  
 Virginia Branch Pope Scholarship  
 Ida Poteat Scholarship  
 Theodore Presser Scholarship  
 Judge Edwin & Dr. Dorothy K. Preston Scholarship  
 Helen Price/Kappa Nu Sigma Scholarship  
 Dr. Carlton Sylvester Prickett Scholarship  
 Thomas B. Pruitt Scholarship  
 Public Service Company of North Carolina Teaching  
 Fellow Scholarship  
 Evelyn Hampton Rappaport Scholarship  
 Oliver Davis Revell Scholarship  
 Z. Smith Reynolds Scholarship  
 Virginia Lancaster Robertson Scholarship  
 Virginia Lancaster Robertson First Family Scholarship  
 Norma V. Rose Scholarship  
 Royster-Parker Scholarship  
 Ellen Amanda Rumley Memorial Scholarship  
 Alice Goodman and Daniel Satisfsky Scholarship  
 Janie Green Shearin First Family Scholarship  
 Sandra Graham Shelton Scholarship  
 Shelton Supplementary Scholarship  
 Louise Shingleton Shivers Scholarship for Creative  
 Writing  
 Dorothy Hunt Sides Scholarship  
 Ruth F. Singleton Scholarship  
 Spelman-Crawford Music Scholarship  
 Strell Sisters Scholarship  
 Theola R. Stewart First Family Scholarship  
 Viola Jones Strickland Scholarship  
 Oliver Larkin Stringfield Scholastic Fund  
 Marilyn M. Stuber Scholarship  
 Jane Watkins Sullivan Scholarship  
 Emma Barber Towler Memorial Scholarship  
 Martha Nell Tucker Science Scholarship  
 Myrtle King Turner Scholarship  
 Lucretia Dean Vick Travel Award  
 Elizabeth Tucker Wagoner Scholarship

Irving H. Wainwright First Family Scholarship  
 Irving H. Wainwright Scholarship  
 Robbie Hedrick Walker First Family Scholarship  
 Martha Medlin Wardlaw Scholarship  
 Marion Fiske Welch Scholarship  
 Wescott-Daniels Memorial Scholarship  
 Suzanne Ripley Weston Scholarship  
 Cecile Ward White Scholarship  
 Lettie Pate Whitehead Scholarships  
 Martha McKeel Whitehurst Scholarship  
 Duvall Williams Scholarship  
 Lena Mae Williams and Lena Stone Williams Music  
 Scholarship  
 Vida Thompson Williams Scholarship  
 Ruth C. Wilson Scholarship  
 Annie C. Womble Scholarship  
 Clara Young Woodall Scholarship  
 Erika Suzanne Woodlief Scholarship  
 Lucile Ward Yarbrough Memorial Scholarship

*The following loans are also available:*

Elizabeth Avery Colton Loan Fund  
 Louis M. Curtis Loan Fund  
 Mabel L. Haynes Loan Fund  
 Betty Hewlett Hurst Loan Fund  
 John W.M. Hicks Loan Fund  
 Mr. and Mrs. John Billingsley Ingram Loan Fund  
 Henrietta S. Jarman Loan Fund  
 Edna Tyner Langston Loan Fund  
 Masonic Loan Fund  
 Helen Josephine Neal Loan Fund  
 Old Student Loan Funds  
 Olive Chapel Loan Fund  
 William H. Reddish Loan Fund  
 Ada Middleton Stanback Loan Fund  
 W.A. Thomas Student Loan

### **Meredith Student Employment**

A limited number of on-campus jobs are available as a financial assistance resource for students not receiving financial assistance. Students would need to see the Work-Study Coordinator for information at the beginning of each semester. Students are paid directly on the 10th of each month for work performed during the preceding month.

### **Federal Assistance Programs**

In addition to its own programs of financial assistance, Meredith offers assistance through federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as degree-seeking students and must be making satisfactory academic progress toward graduation. Application for federal programs can be made by filing the Free Application for Federal Student Aid (FAFSA). FAFSAs are available through high school guidance counselors or the Office of Financial Assistance at Meredith. Annual application is required.

#### ***Federal Pell Grant***

These federally sponsored entitlement grants are available to eligible students working towards a *first* baccalaureate degree at an approved postsecondary institution. Grant amounts are determined by using a federally approved formula. They vary and are awarded on the basis of need, enrollment status, length of enrollment, and cost of education.

#### ***Federal Supplemental Educational Opportunity Grants***

These grants have been established by the federal government to assist undergraduate students with analyzed financial need. Priority must be given to students receiving Pell Grants.

#### ***Federal Perkins Loan***

This low interest (5%) loan program, funded by the federal government and administered by Meredith, is available to both undergraduate and graduate students with financial need. Repayment begins nine months after graduation, leaving school, or dropping below half-time study. A student has ten years to repay the principal and interest.

#### ***Federal Work-Study Program***

This program provides on-campus jobs to full-time or part-time students. Award amounts vary and are awarded solely on the basis of need. Eligible students usually

work up to 12 hours per week and are paid minimum wage.

### ***Federal Subsidized Stafford Loan Program***

This loan is available to students with proven financial need, who are enrolled at least half time. The annual limit for freshmen is \$2,625, for sophomores it is \$3,500 and for juniors and seniors it is \$5,500. The variable interest rate is capped at 8.25%, adjusted each July 1. During in-school, grace and deferment periods, the government pays interest. The ten year repayment begins six months after the student leaves school or drops below half time.

### ***Unsubsidized Federal Stafford Loan***

This loan is available to dependent undergraduate students enrolled at least half time who do not qualify for maximum subsidized Stafford loan awards, and to independent/graduate students eligible for additional funds. The annual loan limits for *dependent students* are the same as subsidized Stafford loan limits minus any amount received under that program. The annual loan limits for *all other students* are the same as subsidized Stafford loan minus any amount received under that program, plus freshmen and sophomores can receive an *additional* \$4,000; juniors and seniors can receive an *additional* \$5,000; graduate/professional students can receive an additional \$10,000. The interest rate is variable with an 8.25% cap, adjusted each July 1. **The borrower is responsible for interest from the date of disbursement.**

### ***Federal PLUS Loans***

These are loans available to parents of dependent students enrolled at least half time in a degree program. To be eligible for a PLUS loan, a FAFSA does not have to be completed; however, parent borrowers must be credit worthy and must show the ability to meet the monthly payments. A parent may borrow up to the difference in the estimated cost of attendance and other student financial assistance. The variable interest rate is currently capped at 9%. The repayment period begins when the loan is fully disbursed. Contact the Office of Financial Assistance for further information.

### ***North Carolina Legislative Tuition Grants***

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1998-99 was \$1,600. A student must complete an annual application in the Office of the Registrar in order to receive this grant. (See page 26.)



### ***North Carolina Student Incentive Grants***

This program is offered by the N.C. State Education Assistance Authority through College Foundation, Inc. Awards are available to undergraduates who demonstrate substantial financial need which is determined by the FAFSA, and are full-time, degree-seeking, North Carolinians. Students must also be making satisfactory academic progress. The deadline for filing is March 15 each year.

### ***Vocational Rehabilitation***

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

### ***Veteran Benefits***

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

### ***Prospective Teachers***

*N.C. Teaching Fellows* applications are available only through high school counselors. The *N.C. Prospective Teacher Scholarship* application is available through high school counselors, financial aid offices and schools of education.

### ***Out-of-State Programs***

Non-North Carolina residents should contact their State Education Assistance Authority for information regarding grants and other assistance for which they may be eligible.

## **FREQUENTLY ASKED QUESTIONS ABOUT FINANCIAL ASSISTANCE**

### **How can Meredith help me?**

#### ***— We can offer many solutions***

If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time.

#### ***— How much should I budget?***

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 1999-2000 budgets used in determining need for on-campus residents and for commuting students living with family are:

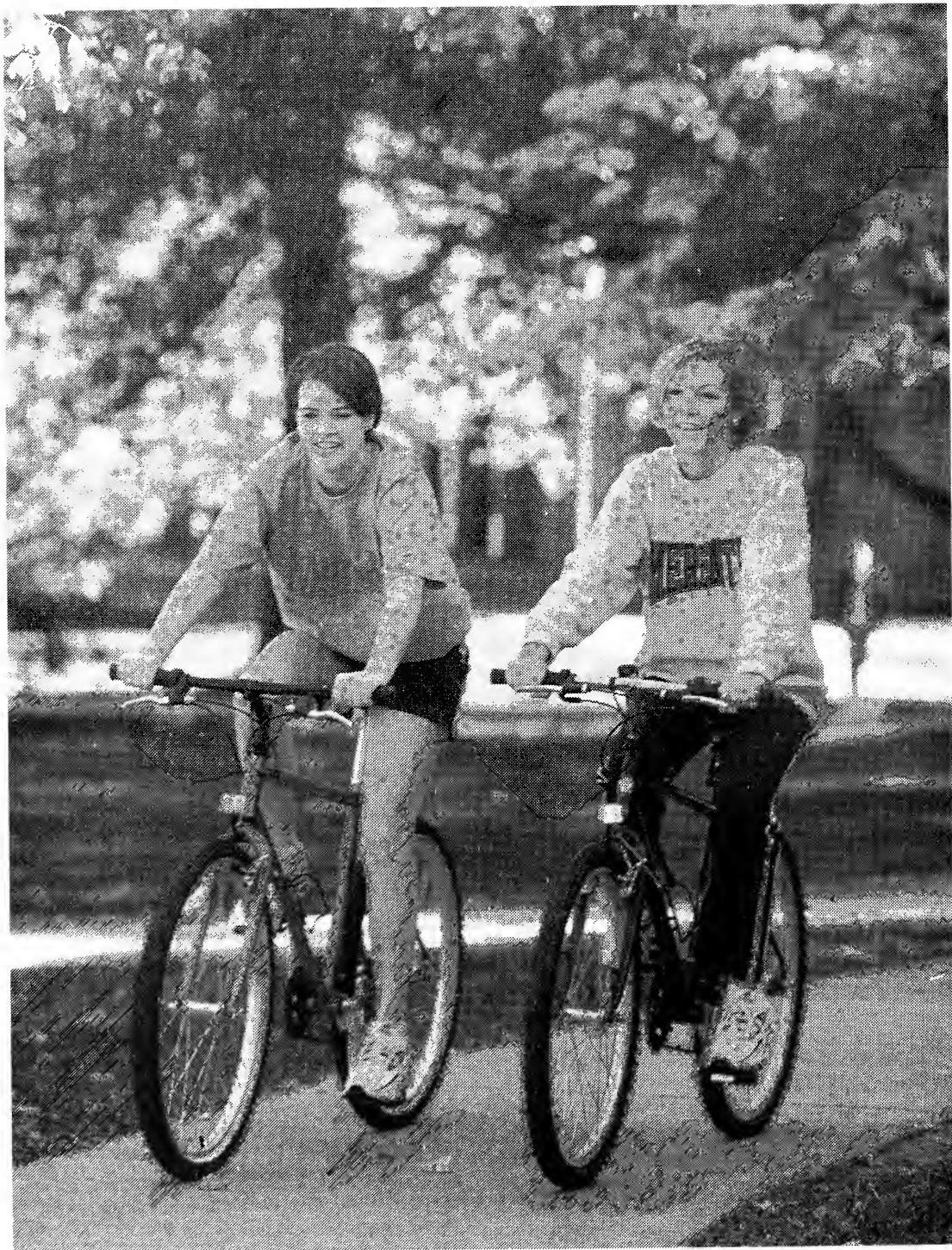
<b>Direct Costs</b>	<b><i>On-Campus</i></b>	<b><i>Commuting</i></b>
Tuition	\$9,290	\$9,290
Room and Board	\$4,100	---
<b>Total</b>	<b>\$13,390</b>	<b>\$9,290</b>

<b>Estimated Expenses</b>	<b><i>On-Campus</i></b>	<b><i>Commuting</i></b>
Room and Board	---	\$4,200
Books and Supplies	\$700	\$700
Transportation	\$400	\$400
Personal Expenses	\$1,250	\$1,250
<b>Estimated Total</b>	<b>\$15,740</b>	<b>\$15,840</b>

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

Foreign students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is \$1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.



# STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to the Meredith community. The College has a strong commitment to a total education which integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including: academic advising; dean of students; residence directors; commuter life and special services; campus ministry; counseling; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

## STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August, and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, computer orientation, tours of the library, fitness center orientation, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college offi-

cials and their roles and to learn about student services and resources.

The *Student Handbook* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

## CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL LIFE OF THE campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; and former United States Congresswoman Patricia Schroeder (D-Colorado).

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Choral, and Encore!, appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Locked Doors* and *Lightening Bugs*, *Para Los Niños*, *Dance Works*, and *Sunday in the*

*Park with George.*

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem, offers availability to a host of cultural and social activities.

## STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 60.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Nu for human environmental sciences, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic excellence are recognized for academic achievement

and other accomplishments by various departments and clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day, also held annually in the spring.

## STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUDENTS as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

### — Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

## STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-GOVERNING operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee,

Elections Board, Association of Meredith Commuters, Residence Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

### — *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

### — *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review all student regulations.

## STUDENT ORGANIZATIONS

STUDENT-DIRECTED ORGANIZATIONS ARE another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests and abilities. Meredith students can choose from over 82 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found on page 93 of the 1999-2000 *Student Handbook and Activities Calendar*.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are

responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development.

### — *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although originated as literary societies, the Astrotektron and Philaretian societies now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

## RELIGIOUS LIFE

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERITAGE, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

## RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

## INTERCOLLEGIATE ATHLETICS

MEREDITH SPONSORS FIVE INTERCOLLEGIATE sports including basketball, soccer, fast-pitch softball, tennis, and volleyball. Students may participate on one or more athletic teams.

The organization and activities of the intercollegiate athletic program are administered by the Department of Health, Physical Education, and Dance. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

## RESIDENCE

EIGHT RESIDENCE HALLS ARE AVAILABLE FOR ON-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted. Each room is equipped with internet and e-mail access, cable television, and a telephone jack.

Freshmen are usually assigned to Brewer, Carroll, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their halls. Upperclass students also serve as resident assistants in the other residence halls. Two residence directors live in the freshman residence halls, and four other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-age students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline in February. Late applications are not accepted. Students must have at least 60 hours or have resided four semesters in the residence halls. Off-campus approvals are determined before students pay the on-campus housing deposit and make room selections for the next year. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).

- Campus housing is available to undergraduate degree-seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

### — *Commuter Student Life*

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication since there are mail pockets, telephones, computers with e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

### COMPUTER SERVICES

A CAMPUS-WIDE NETWORK PROVIDES E-MAIL, Internet access, and ALIS (Library Computer System) access. All academic buildings, all residence halls, and most other campus buildings are part of the campus network.

There are four computer laboratories located in the Carlyle Campbell Library, Harris, Joyner, and Ledford buildings. Each lab houses twenty computers and printers. All lab computers are part of the campus network. Word-processing, spreadsheet and presentation graphics software is available in every lab. Each lab contains a variety of other software packages. Other smaller computer labs are

located in several of the classroom buildings.

Each residence hall and the study area in Cate Center has a group of computers connected to the campus network. All residence hall rooms are wired for access to the campus network.

The Meredith home page is located at [www.meredith.edu/meredith/](http://www.meredith.edu/meredith/) and a campus intranet is available. For policy and procedures concerning computer services, contact Technology Services, Noel House.

### HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the director of health services. The Health Center is served on a regular basis by a local physician with registered nurses on duty from 7:00 a.m. to 7:00 p.m. Monday through Friday. The college physician has designated office hours in the Health Center when students may see her. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physician and nurses seek to prevent illness by informing students about good health practices.

### COUNSELING

#### — *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Director of Academic Advising, whose office is located in the Park Center. See pages 56-57 for further details.

#### — *Career Planning*

The Meredith Career Center, located in the Park Center, offers vocational counseling, workshops, and computerized and printed resources to students who are undecided about their courses of study or career plans and to those preparing for a specific career field. Information is available on employment, cooperative education experiences, interviewing, preparation of resumes, occupational outlook, salaries, and related concerns. Students may also take vocational interest tests and a for-credit career planning seminar. Campus recruiting, a computerized resume referral database, graduate school guidance, and career fairs help seniors as they begin to implement their plans for graduate study or careers.



### — *Counseling Center*

The Counseling Center offers individual and group counseling to students with concerns of any kind — social, emotional, or academic — with counselors who are degreed and licensed. All counseling services are free and confidential. In addition to counseling services, the Counseling Center offers Learning Disability and A.D.D. consultation, psychological consultation, and general referral services. The staff also coordinates an outreach program, often with Peer Educators as facilitators. The center also houses a small resource library for students and staff. Students are encouraged to call the counseling office at 760-8427 any time or stop by between 8:00 a.m. and 5:00p.m. to make an appointment. The Counseling Center is located on the first floor of Carroll Health Center.

### — *Freshman Discovery Series and First-Year Experience Class*

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

## STUDENT ORGANIZATIONS: OPPORTUNITIES FOR INVOLVEMENT

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

### *Student Government Association*

Executive Committee  
Association of Meredith Commuters  
Elections Board  
Honor Council  
Residence Hall Board  
Senate  
Student Life Committee  
WINGS (Women in New Goal Settings)

### *Publications*

Publications Board  
*Acorn* (literary magazine)  
*Meredith Herald* (newspaper)  
*Oak Leaves* (yearbook)

### *Programming Associations*

Campus Activities Board  
Association for Cultural Awareness  
Meredith Entertainment Association  
Meredith International Association  
Meredith Recreation Association

### *Religious Associations*

Interfaith Council  
Latter-Day Saints Student Association  
Meredith Christian Association

### *Service Organizations*

Service Council  
Astrotekton Society  
Circle K  
Junior Woman's Club  
Philaretian Society

### *Class Council*

Freshman Class  
Sophomore Class  
Junior Class  
Senior Class

### *Clubs*

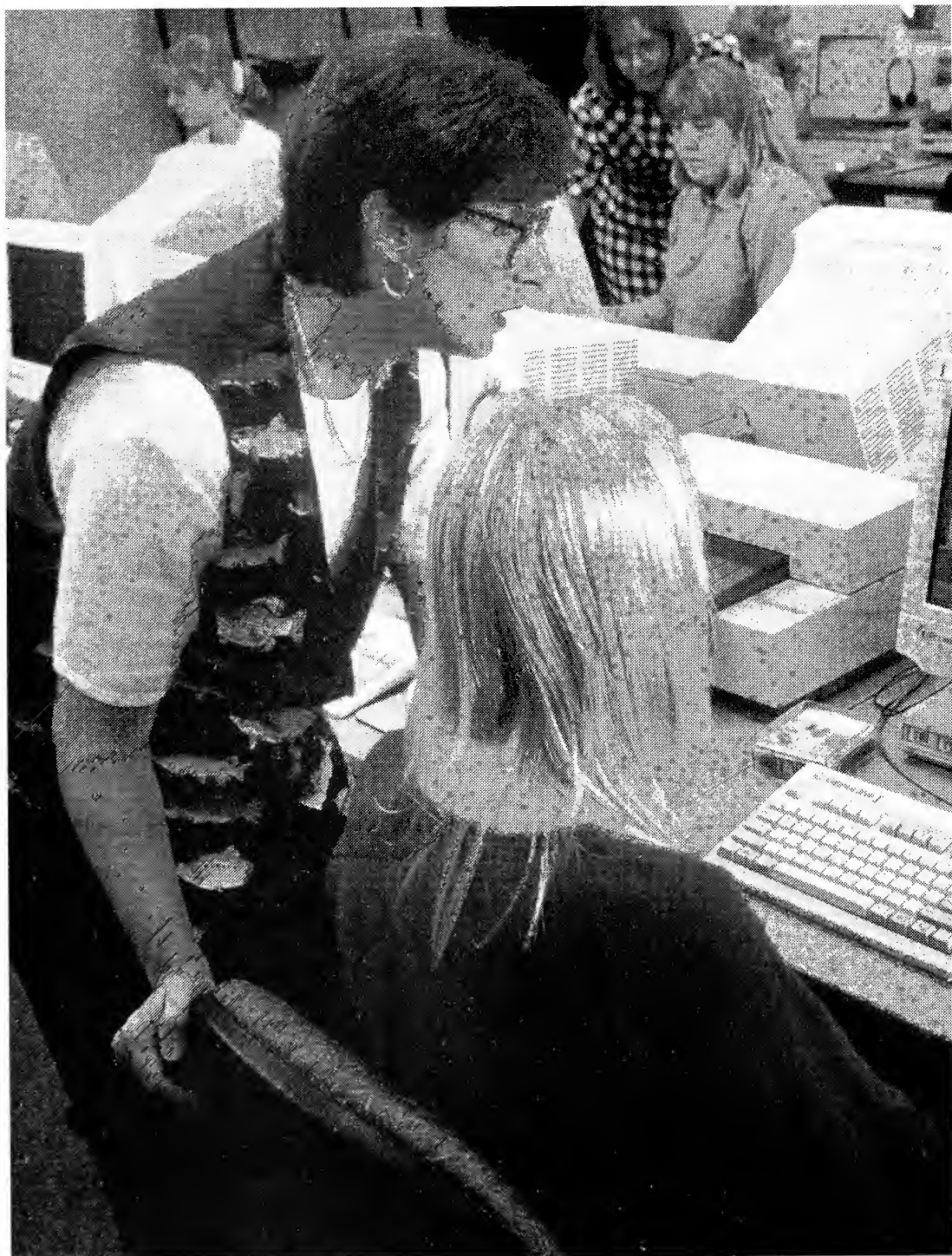
American Choral Directors Association  
American Society of Interior Design  
Angels for the Environment  
Barber Science Club  
Canaday Math and Computer Science Club  
College Democrats  
College Republicans  
Collegiate Music Educators National Conference  
Colton English Club  
*Die Reblaus* German Club  
Extra Theatre Company  
History and Politics Club  
*La Sorellanza Italiana* Italian Club  
*La Tertulia* Spanish Club  
*Le Cercle Français* French Club  
Mae Grimmer Granddaughters' Club



Meredith Accounting Association  
 Meredith Association for the Education  
 of Young Children  
 Meredith College Association of Family  
 and Consumer Sciences  
 Meredith College Student Dietetic Association  
 Meredith Disabilities Organization  
 Meredith Fashion Association  
 Meredith Video Club  
 Pi Sigma Epsilon  
 Psychology Club  
 Social Work Club  
 Society for Human Resource Management  
 Sociology Club  
 Student Business Advisory Board  
 Student Foundation  
 Student NC Association of Educators  
 Tomorrow's Business Women  
 Watkins Communications Club  
 Women's Issues Network

### ***Honor Societies***

*Alpha Delta Mu, Alpha Lambda Delta, Alpha Mu Gamma,  
 Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Delta  
 Upsilon Upsilon, Kappa Nu Sigma, Kappa Omicron Nu,  
 Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi  
 Kappa Lambda, Pi Mu Epsilon, Psi Chi, Sigma Alpha Iota,  
 Sigma Delta Pi, Silver Shield*



# ACADEMICS:

## PROGRAMS AND REGULATIONS

**M**EREDITH OFFERS THREE UNDERGRADUATE degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and health sciences, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A licensure program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, education, and music: the Master of Business Administration, the Master of Education, the Master of Music, and the Master of Health Administration degree. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and a Graduate Nutrition Certificate.

### CHOICE OF CATALOGUE

THE CATALOGUE FOR THE YEAR IN WHICH A STUDENT enters Meredith is the catalogue which governs the degree requirements during her period of residency. She may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue.

Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

### DEGREE PROGRAMS

#### — *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted, (2) all courses attempted at Meredith, and (3) all courses attempted at Meredith in her major subject(s).

#### — *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 49.

### Educational Goals

The educational goals for Meredith undergraduates are divided in two parts: (1) the general education goals and (2) the goals of each academic department.

#### General education goals

- Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to

others, and to God.

- She should encounter the great creative achievements of humankind and discover those values which are for her most essential to a rich, full, and significant life.

- She should understand herself in society and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms.

- She should have an informed concept of herself as a part of the natural universe.

- She should develop physical skills consistent with her physique, natural abilities, and interests.

- She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

*The educational goals of each academic department are printed at the beginning of the department's course listings.*

### General Education Requirements

To reach the general educational goals each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health, physical education, and dance.

- I. Humanities and fine arts.....27-30 credit hours
  - A. English composition .....3-6 credit hours  
Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
  - B. Foreign language .....6 credit hours  
(Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  - C. Literature .....6 credit hours
    1. A 3-hour course in major British authors
    2. A 3-hour course in English, American, or world literature, or any literature course in a foreign language
  - D. Religion .....6 credit hours
    1. Religion 100
    2. Any advanced 3-hour course in religion
  - E. Elective .....6 credit hours  
Must include at least two of the following categories: art; dance (theory or history); music; philosophy; speech; theatre.
- II. Social and behavioral sciences .....12 credit hours
  - A. History of Western Civilization.....3 credit hours

### B. Electives .....9 credit hours

To be taken from the following categories: economics; cultural geography; history; sociology and anthropology; politics; psychology. Must include two areas other than history.

### III. Mathematics and natural sciences

minimum of .....13 credit hours

- A. One laboratory course chosen from biology, chemistry, earth science or physics.....4 credit hours

- B. One course in mathematics .....3 credit hours

- C. Electives .....6 credit hours

To be taken from two of the following: biology; chemistry; earth science; mathematics or CSC 201; or physics;

### IV. Health, physical education,

and dance .....4-6 credit hours

Must include four hours of activity courses or three hours of activity courses and a course in health or first aid.

### V. Capstone studies

One Capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional Capstone courses may be taken as pure electives.

*Note: Education methods courses may not be used to satisfy general education requirements.*

### Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 65-179. Substitutions in the requirements for a major may be made by the head of the department in which the major is taken. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Through careful planning, students may complete many majors in three calendar years. Students who are interested in accelerating their studies should consult with their freshman adviser early in their freshman year.

#### *Bachelor of Arts*

American Civilization	Musical Theatre
Art	Political Studies
Biology	Psychology
Chemistry	Public History
Dance	Religion
Economics	Social Work
English	Sociology
French	Spanish
Music	History
Speech Communication	International Studies
Theatre	Mathematics

#### *Bachelor of Science*

Accounting	Exercise and Sports Science
Biology	Family and Consumer Science
Business Administration	Foods and Nutrition
Chemistry	Interior Design
Child Development	International Business
Clothing and Fashion Merchandising	Mathematics
Computer Information Systems	
Computer Science	

#### *Bachelor of Music*

Music Performance	Music Education
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*Teacher education is described on pages 88-102.*

### **Contract Majors**

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as possible. Normally it should be approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. **Departmental** — Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.

2. **Interdisciplinary** — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

#### **— Minors**

A student may choose to complete a minor area of concentration. In general, she is not required to do so. However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

#### **— Requirements for the Bachelor of Music Degree**

Detailed requirements for the Bachelor of Music degree with a major in performance or music education are given on pages 150-152.

#### **— Requirements for a Second Baccalaureate Degree, Major or Minor**

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.

2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior. A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required.

## THE HONORS PROGRAM

THE HONORS PROGRAM OFFERS THE INTELLECTUALLY gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest. In addition, Honors students are invited to participate in Focus on Excellence, a series of on-campus and off-campus cultural events.

### — *The Honors Curriculum*

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

### **Prescribed Honors Courses.....7 hours**

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

#### *Honors Writing Course (3 hours)*

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for honors students. This course fulfills the English 111 requirement for graduation.

#### *Honors Laboratory Science (4 hours)*

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course

will be rotated among the various options of biology, chemistry, and physics.

### **Honors Colloquia .....6 hours**

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, normally including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

### **Honors in the Major Field .....6 hours**

To heighten the participant's understanding of the knowledge, skills, and tools of her major discipline, each honors student will complete at least six credit hours of honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field.

### **Honors Elective.....6 hours**

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses in which the student contracts for honors work and credit
- Independent study.

**Honors Thesis or Equivalent Project .....3 hours**

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors director. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

**CAREER DIRECTION**

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, human environmental sciences, art, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Meredith Career Center also provides information and advice (*see page 43*).

**— Pre-Professional Preparation**

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition,

and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

**— Nursing Transfer Curriculum**

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who hold an associate degree or diploma in nursing enter Meredith through the 23+ option provided by continuing education (*see page 19*). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with nearby BSN-granting institutions to select appropriate courses. (*For more information, see pages 13 and 59.*)

**— Dietetic Internship**

The Dietetic Internship is a post-baccalaureate supervised practice program. Students work for 27 weeks in rotations in clinical nutrition, food service management, and community nutrition. They also complete a three-week enrichment experience of their choice. Students take two three-credit-hour graduate courses: Clinical Nutrition Seminar and Pediatric Nutrition. After successful completion of the Dietetic Internship, the students will be able to take the Registration Examination to become registered dietitians. They will have acquired competence for an entry-level position in clinical nutrition, food service management, or community nutrition.

**— Professional Communications**

Coordinated by the Department of English, the Minor in Professional Communications is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in photography, creative writing, journalism, business, and computer information science. Each student enrolled in the minor is encouraged to undertake an internship, frequently one designed around her interests and career goals. (*Requirements are on page 110.*)

**— Criminal Justice Studies**

The Criminal Justice Studies minor at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the minor as an accom-

paniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. (*For specific requirements, see page 131 or 174.*)

### — Teacher Education

Meredith College offers state-approved competency-based teacher education programs leading to an initial North Carolina teaching license in birth through kindergarten (B-K), elementary education (grades K-6); middle grades education (grades 6-9); language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, physical education (grades K-12), theatre, French, and Spanish; and occupational education: business and office education and family and consumer sciences education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states' agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary education, reading K-12 and English as a Second Language. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

### School Social Worker

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 American Ethnic Relations, and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

### — Teaching Fellows Program

The Teaching Fellows Program offers talented North Carolina students, who choose teaching as a first career option, unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program (which includes an Honors thesis) and also directed to participate in selected Focus on Excellence events. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to match the state's monetary contribution. (*For more information about the award, see page 32.*)

### CONVOCATION

CONVOCATIONS FOR THE ENTIRE MEREDITH community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

### CONTINUING EDUCATION

WOMEN, AGE 23 OR OLDER, WHO WISH TO BEGIN OR resume college work leading to the undergraduate degree, second degree, or second major are welcomed at Meredith.

### — Undergraduate Degree Program for Women Age 23+

A woman may enter this program in The Office of Continuing Education through special admission as a student (*see page 19*). This option involves pre-admission advising and an individually tailored preliminary program.

When the requirements of a preliminary program have been fulfilled, students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

### — Community Programs

Community Programs provide opportunities for



women, men, and children to enrich their lives through a variety of programs offered each semester, including summer. Courses in the Community Programs award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by business, agencies, and institutions for certification and advancement purposes. Continuing Education programs are open to Meredith College students, faculty, and staff on the same basis as the community at large. Teachers who need Teacher Renewal Credit (TRC) take community programs classes to meet the state requirements for maintaining their teaching licenses.

### — *Certificate Programs*

#### **Legal Assistants Program**

During the past two decades, legal assistants (paralegals) have become increasingly visible and valued members of the legal profession. Though paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, increasingly they are playing key roles in the legal services team, performing a wide variety of substantive legal work delegated by attorneys.

The Meredith Legal Assistants Program is a professional certificate program for college graduates who have previously earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association and is the only ABA-approved, post-baccalaureate level paralegal program in North Carolina. To date over 600 graduates have begun paralegal careers by earning their Legal Assistant Certificate at Meredith. The program offers full and part-time schedules and attracts both recent college graduates and those seeking a new career direction.

Legal Assistants Program graduates enjoy a wide variety of employment opportunities. While the majority work in private law firms, many are employed in corporate legal departments, banks, and government agencies. Training as a legal assistant provides instruction in legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Graduates have successfully translated their legal skills and experience to fields such as mortgage lending, human resources, trust and estate administration, municipal administration, purchasing and property management, to name a few.

The Legal Assistants Program is designed for both full-time students and part-time students who hold a full-time job. Students may choose from two schedules:

Two-semester evening schedule: Classes three

evenings per week, starting in fall semester and ending in May.

One-semester intensive schedule: Classes three mornings and three evenings per week, January through May.

Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction, connecting students with the real world of law practice. A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Through active placement assistance, over 85% of our graduates find employment within six months of completing their studies.

The Meredith Legal Assistants Program is open to qualified applicants who have earned a bachelor's degree from an accredited college or university. No specific major is required. Admission is competitive and is based on the applicant's past performance and potential for future success in the program and in the paralegal field.

Two of the core courses in the Legal Assistants certificate curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics and are recommended for students considering law school (*see page 133*). Further information about the Legal Assistants Program is available from the Office of Continuing Education at 760-2855.

### **INDIVIDUALIZED OPTIONS**

#### — *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (*See page 65.*)

#### — *Writing Intensive Courses*

Meredith students have a unique opportunity to improve their writing skills by taking courses that are labeled in the course schedule as Writing Intensive. Because each academic discipline has its own writing conventions, faculty in disciplines other than English have designed courses that include writing instruction for that discipline. Students enrolled in Writing Intensive classes learn from experts on how to write for that field, receive feedback on preliminary drafts, and learn how to revise their drafts. These courses are designated "WI" on a stu-

dent's transcript, thereby informing potential employers or graduate schools that she has had instruction in composition beyond her freshman year. This program demonstrates Meredith's commitment to making the ability to write clearly and effectively a priority for every student.

**Definition:** a course is considered writing intensive if it makes substantial use of writing as a means of engaging students with the subject matter. "Intensive" refers to the way writing is integrated into the course rather than to the amount of writing involved. Students will become familiar with the subject matter by completing a variety of writing assignments, both formal (graded) and informal (ungraded). The number of writing assignments may or may not exceed those of other classes, but Writing Intensive courses benefit the student by offering writing instruction and coaching by the instructor in planning, drafting, revising, and editing student papers for that discipline.

### — *Cooperative Education*

Cooperative education is a program which gives sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments which are evaluated. One to four hours of academic credit is earned for each work experience.

### — *Cooperating Raleigh Colleges*

Meredith, Peace, and Saint Augustine's Colleges, St. Mary's School, and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar at Meredith and should secure the approval of her adviser and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores,

juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

Approval to take courses at a Cooperating Raleigh College is subject to space availability as determined by the host institution.

### — *International Studies*

## SUMMER PROGRAMS

### **Meredith Abroad in Italy, the Czech Republic and England**

Each summer the College offers a course of study in selected foreign countries (currently England, the Czech Republic and Italy) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options. Students can elect to do either the continental or UK portion of the program — or both.

### **Meredith Abroad — Special Summer Opportunities**

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Mexico, and Spain. The Departments of Art, History, and Religion have also combined to offer students opportunities to study in a wide variety of venues, including France, Greece, Italy, Egypt, Turkey, and eastern Europe.

In the past, the Department of Biology sponsored a program in arctic Russia; and the Department of Education in New Zealand. The Department of Business regularly sponsors a program in the United Kingdom.

### **Art Program in Italy**

Art students above the freshman level may apply for a five-week program of study in Florence and surrounding Tuscany. Six credits of drawing and painting can be earned, with the option for additional credits for independent study in art history. An additional required credit is earned during spring semester to prepare students for the trip.

## SEMESTER AND YEAR ABROAD

### Individually-Tailored Semesters

The Director of Study Abroad works individually with students wishing to spend all or part of an academic year abroad. Meredith students have recently enrolled in universities in Costa Rica, England, Germany, Greece, India, Ireland, Kenya, Scotland, and South Africa — as well as in various locations in Australia.

### Semester/Year in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

### Semester/Year in Angers, France

Advanced French students may apply for study at the Université Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

### Semester/Year in People's Republic of China

Meredith is a member of a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the Director of International Studies.

### Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

### American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics.

The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

### The Washington Center

Teaching Fellows are offered an opportunity to participate in an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any Teaching Fellow who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

### Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. Further information concerning the Marymount program may be obtained from the Director of International Studies.

### — Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

### — Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for re-admission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

### Learning Center

Meredith College's Learning Center is staffed by Meredith students who have been trained to support other students with one-on-one tutoring in writing, grammar, Spanish, French, and mathematics. Tutors also answer questions related to word processing, library research, and speech writing and delivery. In addition to tutoring, the Center has reference books, handouts, and self-help exercises in grammar and mathematics. Students wishing to

make appointments should sign up on the sheet posted outside the entrance at 122 Jones Hall, or call 760-2800 and leave a message on voice mail. The service is free and is not limited to students seeking remedial help. All students are welcome.

## SUMMER STUDY

MEREDITH CONDUCTS A SUMMER SESSION IN WHICH courses are generally taught over a three-week term with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

## ACADEMIC PLANNING AND ADVISING

### — *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning. The advising program is under the general direction of the Director of Academic Advising.

### — *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

### — *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (*page 48*) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the general education requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

### — *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the Dean of Undergraduate Instruction.

### — *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Dean of Undergraduate Instruction. Those who plan to graduate

in May or August must file by December 1; graduates in December file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this when they file for graduation.

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program.

Participation in a commencement program (May or December) is open to:

a.) those students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony).

b.) those students who have completed the requirements for graduation in the semester of the graduation ceremony.

c.) those students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The official diploma will be delivered after receipt of the grades if the student has completed all requirements.

#### — Graduate Examinations

Students interested in graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through Career Center or at other established testing centers. Other graduate/professional admission test packets are available through Career Services including the MCAT, LSAT, GMAT, DAT, VCAT, PCAT, AHPAT, and others. More information is available from academic advisers or in the Career Center.

#### — Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the end of the withdrawal period will receive a W (withdrawal) grade. Beyond that point a final grade will be given for the course except in the case of medical or emer-

gency withdrawals. (See page 59, *Grading System*). All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

#### — Repetition of Courses

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

#### — Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

*The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.*

### CREDIT REGULATIONS

#### — Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 22. Students in residence should apply directly to the department concerned or to the registrar.

#### — Auditing Courses

Audits may be arranged on the first class day of the semester or the first day of the class in the case of a class that does not begin on the first day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after

the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. If the student withdraws from the course or fails to satisfy the teacher's stated expectations for the audit, the grade of NA will be given.

#### — *Developmental/Remedial Courses*

Developmental or remedial courses are offered in some subject areas for those students who are not ready for college-level work in that subject. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

#### — *Corequisites*

Any student taking a class with a corequisite requirements must register and take the corequisite during the same semester as the corresponding course. She must successfully complete the requirements of both in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component of a corequisite course during the five-day drop/add period, she must drop both components.

#### — *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for

her program, the following methods courses: EDU 255, 336, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions. If a transfer enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at regionally accredited four-year colleges.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

#### — *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from nursing schools is 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Meredith credits are recorded in semester hours and are evaluated with letter grades 'A' through 'F' (see page 59 for a complete explanation of the grading system at Meredith) on the 4.0 scale. Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

### — Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

### — Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

### — Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

### — Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See pages 159-160 for list of ensemble courses.)

### — Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health, Physical Education and Dance, and by the Dean of Undergraduate Instruction or the registrar. When the general education/physical education requirement is met, any

additional physical education activity course taken for a grade is counted in the quality point ratio.

## GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing to the Office of the Registrar. Additional requests for reports will be processed as transcript requests.

### — Standard Grading

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon med-

ical or emergency withdrawal.

AU The student completed a satisfactory audit.

NA The student did not complete a satisfactory audit.

### — *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

### — *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

#### **Pass/Fail Options**

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

#### **General Regulations**

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.

3. When a student registers for the semester in which

she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.

4. A student who changes her major to a department in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.

6. Responsibility for compliance with all rules governing the P/F system rests with the student.

### **ACADEMIC RECOGNITION**

#### — *Classification*

Each student is classified on the following basis:

<i>Classification</i>	<i>Semester Hours Credit</i>
Freshman.....	1-25
Sophomore.....	26-59
Junior.....	60-89
Senior.....	90 and above

#### — *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

#### — *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits — all courses taken at Meredith.

2. Total credits — all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those



whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

## RECORDS

### — Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

### — Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

## SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE COLLEGE, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart\*:

<i>Total Hours Attempted</i>	<i>Minimum Expected Meredith QPR</i>
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if re-admitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the Dean of Undergraduate Instruction within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the Dean of Undergraduate Instruction to hear the appeal.

The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

## LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College and **no later than the last day of classes if she does not plan to complete her current semester.**

\* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Financial Assistance.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

**A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.**

### **OFFICIAL WITHDRAWAL**

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For Undergraduate Degree Programs for Women Age 23+ students, withdrawal is effected through the Office of Continuing Education. Students who are seeking licensure for teaching (but are not seeking a degree) should withdraw through the Department of Education. Special students should withdraw from the Office of the Registrar. Students failing to make official withdrawal within 60 days of last class attendance forfeit the right of honorable dismissal and financial adjustments.

## ACADEMIC PROGRAMS

Accounting

American Civilization

Art—*Art Education • Art History*

• *Graphic Design • Studio Art*

Biology—*Biological Diversity • Environmental Science • Health Science • Molecular Biology*

Business Administration—*Economics*

• *Finance • Human Resource Management*

• *Management • Marketing*

Chemistry

Child Development

Clothing and Fashion Merchandising—  
*Design • Merchandising*

Computer Information Systems

Computer Science

Dance—*Dance Education*

• *Performance & Choreography*

• *Private Studio Teaching*

Economics

Education—*Licensure in Birth through*

*Kindergarten (B-K) • Elementary (K-6)*

• *Middle Grades (6-9) • Secondary (9-12)*

• *Specialized Subject areas also available*

English

Exercise and Sports Science—

*Fitness & Sports Management*

• *Physical Education*

Family and Consumer Sciences

Foods and Nutrition—*Food*

*Service Management • Nutrition*

French

History

Interior Design

International Business

International Studies

Mathematics

Music

Music Education

Music Performance—*Composition*

• *Keyboard • Piano Pedagogy • Voice*

Musical Theatre

Political Studies

Pre-Professional Programs—*Dentistry*

• *Law • Medicine • Veterinary Medicine*

Psychology

Public History

Religion

Social Work

Sociology

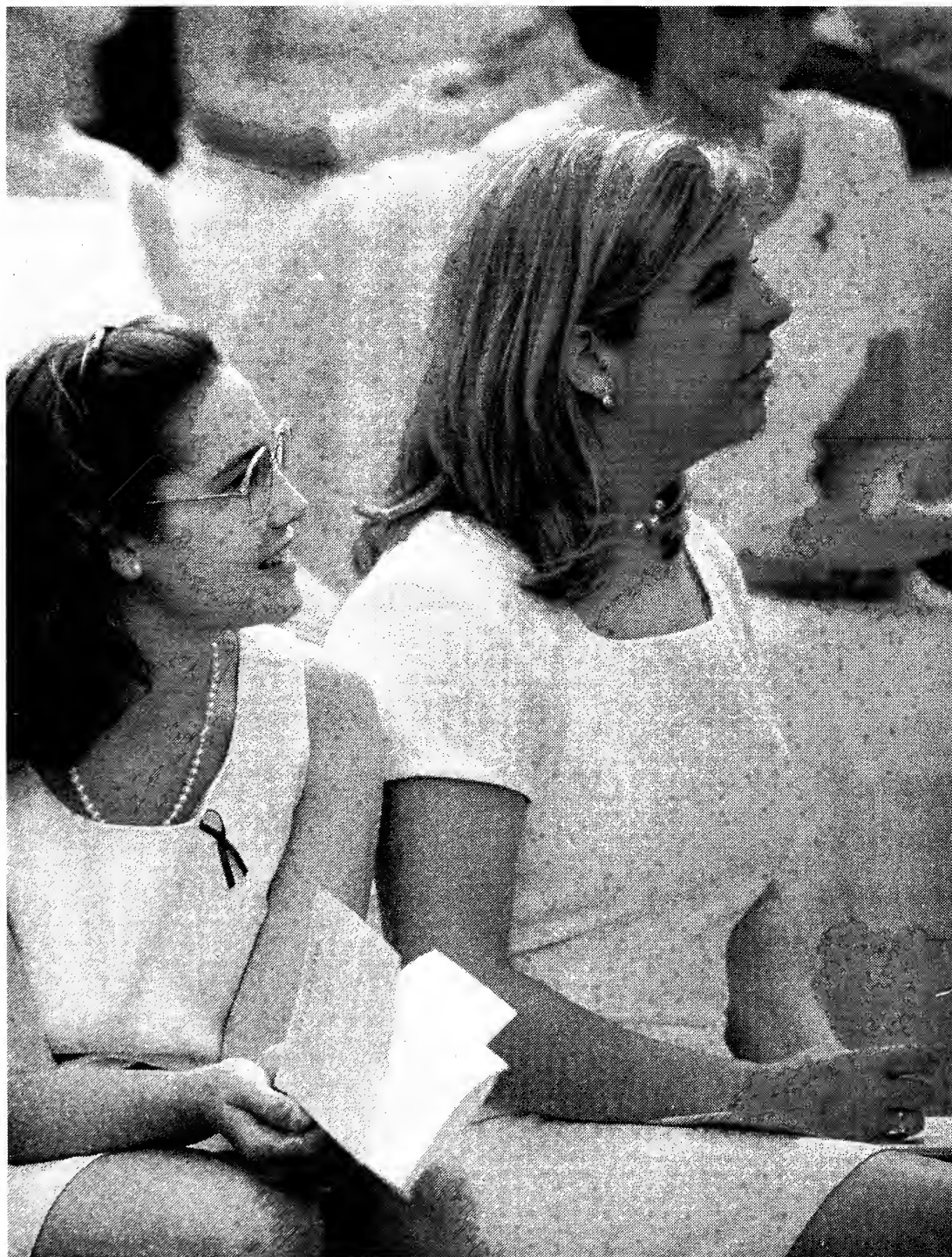
Spanish

Speech Communication

Theatre

Self-Designed Major

—*Italics denote concentrations available.*



# COURSES OF STUDY

- *With the exception of some applied music (MUA) classes, developmental/remedial courses are numbered lower than 100 and are taught for pass/fail grading. These courses are not included in a student's hours earned toward graduation and are not included in her overall or Meredith average. Developmental/remedial courses do count in a student's semester load, but are not included in hours counted for Dean's List*
- *Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; courses open to graduate students and by permission to undergraduate students in the 500s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.*
- *Brackets enclosing the number and title of a course indicate that the course is not given for the current year.*
- *The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.*
- *A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.*

## SPECIAL STUDIES

SPECIAL STUDIES COURSES ARE AVAILABLE IN ALL departments in the following categories:

### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

### 925 HONORS THESIS

### 930 COMMUNITY INTERNSHIP

• An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

### 940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department in which credit is given.
3. Each course must have the approval of the dean of the College.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P/F options.

## INTERDISCIPLINARY STUDIES

SEVERAL DEPARTMENTS INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

### IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

*3 hours*

**IDS 110 INFORMATION RESEARCH AND TECHNOLOGY**

Hands-on use of the computer network and library information resources in all formats (including e-mail, Internet, computerized catalogues and indexes, and print resources). Students learn to find, evaluate and use information. Pre-requisites: CamNet account, knowledge of Windows and word processing. Pass/fail grading.

*1 hour***IDS 200 WOMEN'S ODYSSEY**

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

*Spring**3 hours***CROSS-CULTURAL SKILLS MINOR**

AN INTERDISCIPLINARY CROSS-CULTURAL SKILLS minor is available. This minor, which will be administered by the Director of International Studies, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from our international studies major/minor in its emphasis on foreign language and on international living, requiring significant measures of each. Each student will work out her individual program in consultation with the International Studies Director (who will be responsible for record keeping) and her adviser.

The requirements for a Cross-Cultural Skills minor are listed below:

1. CAP 950 — Awareness and Discovery or comparable course (3 hours)
2. Approved Study/Work Abroad (minimum eight consecutive weeks)
3. Foreign Language (6 hours in the same language, 300-level or above)
4. Approved Global Perspective Electives (6 hours)
5. Approved International Perspective in the Major (3 hours)
6. Portfolio (1 hour)

**CAPSTONE PROGRAM**

A CAPSTONE COURSE SERVES AS A CULMINATING experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. While Capstone courses vary in their themes, all share common goals and characteristics. There are three major components:

1. Application of and reflection on critical thinking and communication skills;
2. A holistic overview of scientific and cultural changes in society; and
3. Action directed toward contemporary problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: Minimum 75 credit hours completed. (Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

**CAP 400 HUMAN HORIZONS: PAST AND FUTURE**

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

*3 hours***CAP 401 LIVING REVOLUTION**

This course examines revolutionary developments that have transformed past human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

*3 hours***CAP 402 THE POWER OF LITERACY**

A course designed to acquaint the student with the social and intellectual implications of literacy. Literacy and illiteracy will be examined in historical, philosophical, scientific, and contemporary contexts. Various types of functional illiteracy will be explored, including computer or technological literacy, mathematical illiteracy (innumeracy), etc. In addition, each student will read a classic work in her own major field, and will participate in discussions of her text with classmates from other disciplines. Students will be required to examine their knowledge,



skills, and values in relation to course content and devise a means of acting upon them. There is a strong emphasis throughout the course on synthesis of information and thinking skills. Students completing the course should become more sophisticated readers and listeners.

*3 hours*

#### **CAP 403 MOTHER EARTH**

This course is an examination of the interactions of humans with and within our natural environment. We will discuss environmental issues such as waste disposal, habitat destruction, and pesticide use, in the context of learning how to critically analyze the problems, consider possible options, and make educated decisions involving these issues. In this regard, we will examine these issues from multiple perspectives, including ecological significance, historical background, political and economic considerations, and societal impact. Students will be encouraged to ask questions and explore issues from the basis of their own concerns, interests, and knowledge. In addition, the relationships between nature and art, literature, and religion will also be studied, and students will be encouraged to examine their own knowledge and skills and clarify their own values regarding nature. Activities such as outdoor trips, reading from classic and contemporary literature, and group action projects will be focused toward understanding how natural processes and human-imposed processes shape our Mother Earth.

*3 hours*

#### **CAP 404 HUMANITY AND CONFLICT**

This capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human origins. This course will begin with a preliminary exploration of methodologies — both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of nature and nurture in shaping humanity, and the continuing debate over aggression and cooperation in human history. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution.

*3 hours*

#### **CAP 405 COMING OF AGE IN THE MILKY WAY**

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and ourselves, our values,

and our society? What are the limits of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values that will in turn make their actions more conscious and consistent. (And yes — we will look through telescopes!)

*3 hours*

#### **CAP 406 THE MYTHS WE LIVE BY**

This course is an exploration of how we are shaped by the stories we tell, experience, hear, and live by. The intention is to assist students in gaining a better understanding of themselves, others, and the larger world. We will explore universal themes of freedom, pleasure, meaning, fulfillment, and desire through multicultural myths, fairy tales, folk tales, and stories. From these, students will critically examine underlying assumptions of cultural, historical, scientific, and theological world views and their implications from personal to global perspectives. Emphasis is on enabling students to understand the interaction between the stories we tell and how we think and act in our contemporary culture. The course culminates in group action projects. These provide the opportunity for students to identify current cultural myths within both private and public spheres, understand their implications, create a plan of action, and work together to bring about change.

*3 hours*

*Note: Check current registration information for additional course offerings.*

### **CENTER FOR WOMEN IN THE ARTS**

MEREDITH IS WIDELY RECOGNIZED AS A CENTER for Women in the Arts operating in an atmosphere of the arts, sciences, and humanities. Whether one is interested in pursuing a career in the arts, or simply likes the excitement visual and performing arts add to campus life, the variety of opportunities available in the arts at Meredith is extraordinary. Meredith offers undergraduate degree programs in the traditional arts areas of Visual Art, Music, Drama, and Dance, as well as Fashion Design and a fully accredited Interior Design program. Meredith has teaching licensure programs in art, music, dance, and drama and a graduate music degree program. At the heart of education in the arts at Meredith is personal attention and individualized instruction to help each student explore her own artistic potential.

The Meredith calendar is filled with student and professional performances, lectures and exhibits, frequent field trips, and travel study opportunities both in the United States and abroad. With excellent facilities on campus, Meredith students also have access to the cultural resources available in Raleigh, the capital city, and the

entire research triangle region.

## WOMEN'S STUDIES

VARIOUS DEPARTMENTS INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

A minor in Women's Studies is available. For the requirements of this minor, see the listings in the Department of Sociology and Social Work.

## CAREER STUDIES

### CPS 101 CAREER PLANNING FOR FRESHMEN AND SOPHOMORES

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, interview strategies, and professionalism are among the topics presented and practiced. Pass-fail grading only.

*1 hour*

### CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to specific job-search strategies, and to the concept of career development as a lifelong process. Pass-fail grading only.

*1 hour*

### COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with or paralleling academic study. Prerequisites: Sophomore standing. 2.0 minimum GPA. Pass-fail grading only. The number of hours credit is determined by the number of hours worked. All work experience must be approved by the Cooperative Education Director.

*1 to 4 hours*

### COE 403 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only. The number of hours credit is determined by the number of hours worked.

*1 to 4 hours*

## ART

*Professor Bailey, Head; Professor Short; Associate Professors Fitz-Simons, Parker; Assistant Professors Banker, Mulvaney, Pearce, Rowland, and Terry; Adjuncts Beatty, Driscoll, Fine, Givvines, Goldbert, Lewis, Rieder, M. Scherr, S. Scherr, Springer, Steele and Stewart; Emerita Greenberg.*

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. To receive transfer credit, student must get approval from the department head.

All art majors are required to complete a core curriculum of 18-20 credit hours. Concentrations are offered in studio art, art history, graphic design and art education. Internships are available and encouraged for art majors. Through special studies courses, arranged with individual faculty members, a student may add even greater depth of her program in a particular area of interest. Contract majors in art management, art history, and pre-art therapy are also possible for the student to arrange through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art.

The art department accepts AP credit in both art history and studio art. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through her own life initiatives.

The art department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete core curriculum requirements for a major. All art classes can be taken by the non-degree student who has taken the applicable pre-requisite courses on a space available basis through Continuing Education. Contact the art department for further information for all of these policies.

## Mission Statement

The Meredith College Art Department provides an enriching and supportive environment for the artistic and intellectual growth of our students as individuals.



### Statement of Purpose

The purpose of the Department of Art is to provide a visual arts program which:

- supports the fine arts and humanities component of the general education requirements,
- offers a major in the visual arts based on a core curriculum of shared studio art and art history experiences,
- offers studio, art history, graphic design, and art education concentrations beyond the art major,
- offers preparation for teacher certification in art K-12,
- encourages individual reflection as inseparable from production,
- offers individualized instruction,
- maintains an extensive exhibition program for instructional purposes and as a link with the greater community,
- encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and in arts organizations,
- guides career choices based on individual strengths and interests.

### Goals

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. The art major may elect to add a concentration for greater depth in a specialized area within the liberal arts framework.

As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who feel their education here could not be equaled by other schools. The key to this is to provide personal service and unique opportunities for learning. Small class size is an important component, but so is the chance for study abroad, internships, providing artists-in-residence and speakers, and travel to art centers and museums. However, our most important goal is to help each student find value in her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

### Objectives

- A student taking a class in the visual arts program will:
- demonstrate competence in understanding concepts and acquiring skills germane to the class,
  - be exposed to the artistic production and philosophy

of creative people in diverse cultures,

- participate in the evaluation of her own work, that of others in the class, and that of professionals,
- recognize the importance of visual literacy to humankind past, present, and future,
- develop visual observation skills.

A major in the art department, in addition to the objectives above, will:

- demonstrate an individual voice through a culminating exhibit, portfolio, or research paper,
- attain highly developed visual observation skills,
- articulate orally and through writing original thoughts about art and society (past, present, future).

### — Requirements for a Major

#### The Core Curriculum

ART 100 Theory and Practice of Visual Arts .....	2
ART 101 Drawing I .....	3
ART 105 2-D Design .....	3
ART 106 Color Theory .....	3
ART 221 Art History Survey I .....	3
ART 222 Art History Survey II .....	3
ART 494 Senior Project .....	1-3
TOTAL Core Hours .....	18-20

#### Studio Art

The Studio Art Concentration is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for her entrance into graduate school or into many entry level art positions. The student should begin the concentration by the first semester of the sophomore year in order to avoid delays in graduation and provide time for internships.

#### Requirements for a Major in Art with a Concentration in Studio Art:

I. The Core Curriculum .....	18
II. Art History .....	6
ART 324 Topics in Modern Art History (3)	
Art History Elective (3)	
III. Studio Art Concentration .....	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
Studio Area Concentration (15)	
IV. Professional .....	2
ART 493 Senior Seminar (2)	
TOTAL hours for the major .....	47

### Graphic Design

The Graphic Design Concentration combines a background in traditional art media with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

#### *Requirements for a Major in Art with a Concentration in Graphic Design:*

I. The Core Curriculum .....	18-20
II. ART 102 Drawing II .....	3
III. Graphic Design Concentration .....	28
A. Required Courses .....	19
ART 140 Introduction to Graphic Communications (3)	
ART 245 Typography and Layout (3)	
ART 248 Techniques of Illustration I (3)	
ART 230 Photography I (3)	
ART 341 Processes and Production (3)	
ART 440 Advertising Design, ART 441 Techniques of Illustration II, or ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1)	
B. Related electives approved by faculty adviser .....	9

*(Choose a minimum of 9 hours from the following list.):*

ART 231 Photography II (3)	
ART 301 Life Drawing (3)	
ART 330 Photographic Techniques and Processes (3)	
ART 440 Advertising Design (3)	
ART 441 Techniques of Illustration II (3)	
ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1-2)	
(in addition to the required 1 credit hour)	
ART 930 Community Internship (1-4)	
ART 920 Directed Independent Study (1-3)	
TOTAL hours for the major .....	49-51

### Art History

The Art History Concentration is designed for students who wish to pursue careers where the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art, i.e., museums, community-based arts organizations or commercial arts enterprises.

The Art History Concentration requires Modern Art History and 12 additional hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

#### *Requirements for a Major in Art with a Concentration in Art History:*

I. The Core Curriculum .....	20
II. Studio Art .....	3
ART 107 Three Dimensional Design (3)	
III. Art History .....	15
ART 324 Topics in Modern Art History (3)	
Art history courses beyond the core (12)	
IV. Electives approved by faculty adviser .....	9
TOTAL hours for the major .....	47

### Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to the opportunity for K-12 art licensure in conjunction with the Department of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements.

#### *Requirements for a Major in Art with a Concentration in Art Education:*

I. The Core Curriculum .....	18
II. Art History .....	6
ART 324 Topics in Modern Art (3)	
Art History Elective (3)	
III. Studio .....	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
ART 210 Painting I (3)	
ART 260 Ceramics I (3)	
ART 265 Sculpture (3)	
ART 270 Fiber or Metal Crafts (3)	
ART 350 Printmaking (3)	
IV. Professional Education .....	32
ART 734 Elementary School Methods (3)	
ART 735 Middle School Methods (3)	
ART 736 High School Methods (3)	
EDU 232 Foundations (3)	
EDU 234 Ed Psych (3)	
PSY 210 or PSY 310 Developmental (3)	

PSY 312 Exceptional (3)  
 SOC 335 Ethnic Relations (3)  
 EDU 439 Student Teaching (6)  
 EDU 441 Audio/Visual (1)  
 EDU 471 Reading (1)

TOTAL hours for the major .....77

## — Curriculum

### Art History

#### ART 220 TOPICS IN NON-WESTERN ART

Rotating topics focusing on the art from non-western societies, such as India, Japan, China, and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

*Spring* 3 hours

#### ART 221 SURVEY OF WESTERN ART — PREHISTORY-GOTHIC

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period.

*Fall* 3 hours

#### ART 222 SURVEY OF WESTERN ART HISTORY — EARLY RENAISSANCE-PRESENT

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art.

*Spring* 3 hours

#### ART 323 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

*Spring* 3 hours

#### ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Topics are on a rotation and may be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

*Fall* 3 hours

### Studio Art

(Studio fees are assessed for most studio courses.)

#### ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are

encountered and discussed with practical application through studio projects and papers. Careers are discussed by professional artists and designers in their work spaces.

*Fall* 2 hours

#### ART 101 DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.

3 hours

#### ART 102 DRAWING II

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. Prerequisite: ART 101. Six studio hours per week.

3 hours

#### ART 105 TWO-DIMENSIONAL DESIGN

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.

3 hours

#### ART 106 COLOR THEORY

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 101 and ART 105. Six studio hours per week.

3 hours

#### ART 107 THREE-DIMENSIONAL DESIGN

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

3 hours

#### ART 301 LIFE DRAWING

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit. Six studio hours per week.

3 hours

#### ART 210 PAINTING I

An introduction to basic painting techniques and media. Oil and water color are offered in alternating years. May be repeated for credit. Six studio hours per week. Prerequisite: ART 106.

*Fall* 3 hours

**ART 310 PAINTING II**

An extension of the concepts and techniques encountered in ART 210 with an emphasis on individual production and experimental techniques. Prerequisite: ART 210. May be repeated for credit. Six studio hours per week.

*Spring* 3 hours

**ART 230 PHOTOGRAPHY I**

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week.

*Fall* 3 hours

**ART 231 PHOTOGRAPHY II**

An extension of the concepts and techniques encountered in ART 230, with an emphasis on the pursuit of photography as a fine art form. Prerequisite: ART 230. Six studio hours per week.

*Spring* 3 hours

**ART 330 PHOTOGRAPHIC TECHNIQUES AND PROCESSES**

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. Prerequisite: ART 230. (ART 231 is not required to take this course.) May be repeated for credit. Six studio hours per week.

*Fall* 3 hours

**ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION**

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. No prerequisites.

*Spring* 3 hours

**ART 245 TYPOGRAPHY AND LAYOUT**

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Prerequisites: ART 101, 105, and 140. Six studio hours per week.

*Spring* 3 hours

**ART 248 TECHNIQUES OF ILLUSTRATION I**

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 106 and either ART 102 or ID 243. Six studio hours per week.

*Spring* 3 hours

**ART 341 PROCESSES AND PRODUCTION**

Concepts and technical processes for preparing presentation comps and camera-ready mechanicals for print reproduction will be integrated with typography, layout, and visual presentation skills. Prerequisites: ART 230 and 245. Six studio hours per week.

*Fall* 3 hours

**ART 440 ADVERTISING DESIGN**

Visual concept generation and design development for persuasive advertising will be the emphasis of this course with further development of skills in visual communication. Prerequisite: ART 341. Six studio hours per week.

*Spring* 3 hours

**ART 441 TECHNIQUES OF ILLUSTRATION II**

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 248. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 248 and 341 or permission. Six studio hours per week.

*Spring* 3 hours

**ART 442 PUBLICATION DESIGN**

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 106 and 140. Six studio hours per week.

*Fall* 3 hours

**ART 490 PROFESSIONAL DESIGN STUDIO**

Students will design printed materials within a designer/client relationship, including client interview and interaction, concept, design, presentation, mechanical, and print production supervision. Prerequisite: ART 341 or permission. May be repeated for credit. Six studio hours per week.

*Spring* 1 hour

**ART 350 PRINTMAKING I**

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in

monoprint and monotype. Prerequisites: ART 106. Six studio hours per week.

*Spring* 3 hours

#### ART 351 PRINTMAKING II

Editions produced by incorporating Intaglio and/or relief multi-plate techniques. Six studio hours per week. Prerequisites: ART 101, 102, and 350. May be repeated for credit.

*Spring* 3 hours

#### ART 260 CERAMICS I

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week.

3 hours

#### ART 361 CERAMICS II

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed on gaining depth of experience and a personal approach. Prerequisite: ART 260. May be repeated for credit. Six studio hours per week.

3 hours

#### ART 265 SCULPTURE

An introduction to sculptural concepts through modeling, carving, casting, and assembling media. Prerequisite: ART 107. Six studio hours per week.

*Spring* 3 hours

#### ART 270 FIBERS OR METALS

**Metals:** An introduction to traditional metal techniques. Through design emphasis and direction, students learn the use of tools, equipment, processes, materials, methods, and techniques related to the fabrication of small-scale objects and/or jewelry. The course will cover design layout, pattern-making, sawing, piercing, soldering, finishing, photo-etching, casting, and anodic oxidation. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

3 hours

**Fibers:** An introduction techniques of surface design on fabric. Through production of one of a kind textile pieces, students learn fabric processes including dying, painting, stamping, stenciling, screen printing, serti, batik and tie-dye. the course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

*Fall* 3 hours

### Art Education

#### ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL PRE-K-5 (for art majors)

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

3 hours

#### ART 735 THEORY AND METHODS OF TEACHING ART IN THE MIDDLE SCHOOL 6-8 (for art majors)

A study of teaching methodologies appropriate for middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

3 hours

#### ART 736 THEORY AND METHODS OF TEACHING ART IN THE HIGH SCHOOL 9-12 (for art majors)

A study of methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

3 hours

#### ART 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Integration of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100 or ART 221 or 222, and ART 734.

2 hours

### Senior Requirements

#### ART 493 SENIOR SEMINAR

All senior Studio Art majors must complete this course prior to taking senior project (Art 494). Students will continue studio work for their senior project. Seminar topics focus on the profession of art.

2 hours

#### ART 494 SENIOR PROJECT

All art majors should register for this course in the last semester of the senior year. Studio and Art Education students will prepare and hang an exhibition of their work (1 credit). Graphic Design students will prepare a portfolio of their work and their credits can vary with the number of formats selected for their portfolio (1-3 credits). Art History students will write a research paper (3 credits). Credits for Art History students may be divided between the last two semesters to equal 3 credits, or be completed in one semester. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course.

1-3 hour

### Cross-Listed Courses

#### *Interior Design*

- ART 142 —ID 142 History of Architectural Interiors and Furnishings
- ART 144 —ID 144 Interior Design I
- ART 243 —ID 243 Interior Design Drafting and Presentation Skills
- ART 244 —ID 244 Interior Design II
- ART 247 —ID 247 Computer-Aided Design
- ART 344 —ID 344 Interior Design III
- ART 444 —ID 444 Interior Design IV
- ART 447 —ID 447 Contract Interior Design

#### *Clothing and Fashion Merchandising*

- ART 315 —CFM 315 History of Costume
- ART 415 —CFM 415 Draping
- ART 417 —CFM 417 Apparel Design

### BIOLOGY AND HEALTH SCIENCES

*Professor Grimes, Acting Head; Professors Reid, Swab; Associate Professor Wolfinger; Assistant Professor Cuffney. Adjuncts Crumpler, Frear, Guzman, Farnsworth*

THE DEPARTMENT OF BIOLOGY AND HEALTH SCIENCES meets the needs of Meredith's liberal arts students by providing introductory and upper level courses preparing non-majors to become actively involved in science issues facing society and preparing majors and minors for success in graduate and professional programs and employment in diverse areas of biology. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through laboratory work, and for enhancing creative learning.

Goals of the department are as follows:

- to provide a learning environment fostering growth of all students in scientific literacy and analytical abilities,
- to provide in introductory courses a basis for biological literacy in today's world, and the biological foundation for upper level courses,
- to provide a knowledge base for relating biology to the physical sciences, nutrition, and other disciplines,
- to provide through the various sequences of advanced courses an educational environment whose content and rigor prepare majors and minors with the background for continued success beyond Meredith,
- to provide through advising, academic and experiential programs tailored to meet the individual needs of our students.

In addition to the wide variety of course offerings by the department, many off-campus experiences are available through part-time employment, directed independent studies, internships, cooperative positions, volunteer positions, etc. These opportunities apply and expand course content through hands-on experiences in various fields of research, health, and veterinary medicine.

#### — Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students will receive credit for BIO 101 upon successful completion of BIO 141.

Students who present an AP Biology score of 3 or above will receive credit for BIO 101 and BIO 141.

**— Licensure**

Middle grades (6-9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 204, GEO 200, and Sci 764. Students in a BS or BA Biology major must follow the department program outlined for middle school licensure.

Secondary licensure in biology is available to students who complete the requirements for a BS or BA in Biology following the departmental programs outlined for secondary school licensure.

**— Requirements for Major and Licensure Programs****I. Biology Major: B.S. and B.A. Concentrations****A. B.S. in Biology with a concentration in****Molecular Biology: 70 hrs**

*Required courses in Biology: 36 hrs*

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 256 (1) Techniques in Microscopy
- BIO 258 (1) Techniques in Tissue Culture
- BIO 334 (3) and 344 (1) Microbiology
- BIO 351 (3) Cell Biology
- BIO 356 (4) Biotechnology
- BIO 400 (3) Research
- BIO 431 (3) and 461 (1) Genetics
- BIO 436 (3) Biochemistry
- BIO 499 (1) Seminar
- Electives (4)

*Required courses in Chemistry: 16 hrs*

- CHE 111 (3) and 141 (1) General Chemistry I
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I
- Either CHE 222 (3) and 242 (1) Organic Chemistry II or CHE 350 (4) Quantitative Analytical Chemistry

*Required courses in Physics: 8 hrs*

- PHY 211 (3) and 241 (1) General Physics I
- PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

- MAT 144 (3) Functions and Graphs
- MAT 211 (4) Calculus I
- MAT 245 (3) Statistics I

*Recommended course: 1 hr*

- BIO 446 (1) Biochemistry Laboratory

**B. B. A. in Biology with a concentration in****Molecular Biology: 58 hrs**

*Required courses in Biology: 32 hrs*

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 256 (1) Techniques in Microscopy
- BIO 258 (1) Techniques in Tissue Culture
- BIO 334 (3) and 344 (1) Microbiology
- BIO 351 (3) Cell Biology
- BIO 356 (4) Biotechnology
- BIO 400 (3) Research
- BIO 431 (3) and 461 (1) Genetics
- BIO 436 (3) Biochemistry
- BIO 499 (1) Seminar

*Required courses in Chemistry: 16 hrs*

- CHE 111 (3) and 141 (1) General Chemistry I
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I

*Required courses in Mathematics: 10 hrs*

- MAT 144 (3) Functions and Graphs
- MAT 211 (4) Calculus I
- MAT 245 (3) Statistics I

**C. B.S. in Biology with a concentration in Health Science (Pre-medical, Pre-dental, and Pre-professional options): 72 hrs**

*Required courses in Biology: 38 hrs*

- BIO 101 (3) and 141 (1) General Biology I
- BIO 102 (3) and 142 (1) General Biology II
- BIO 254 (3) Evolution of Biological Systems
- BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy
- BIO 323 (3) and 343 (1) Vertebrate Physiology
- BIO 334 (3) and 344 (1) Microbiology
- BIO 351 (3) Cell Biology
- Electives (12)

*Required courses in Chemistry: 16 hrs*

- CHE 111 (3) and 141 (1) General Chemistry I
- CHE 112 (3) and 142 (1) General Chemistry II
- CHE 221 (3) and 241 (1) Organic Chemistry I
- CHE 222 (3) and 242 (1) Organic Chemistry II

*Required courses in Physics: 8 hrs*

- PHY 211 (3) and 241 (1) General Physics I
- PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

- MAT 144 (3) Functions and Graphs
- MAT 211 (4) Calculus I
- MAT 245 (3) Statistics I

*Clinical Experience and Application recommendations:* All specified courses should be completed by the end of the Junior year. MCAT or DCAT should be taken

in April of the Junior year. Biology electives may be completed at any time. Recommended electives in Biology include the following: BIO 222 (2) and 242 (2), BIO 211 (3) and 241 (1), and BIO 436 (3) and 446 (1).

Students should also have significant (minimum 500 hrs) volunteer or paid clinical experience. This should involve as much patient contact as possible.

**D. B.S. in Biology with a concentration in Health Science (Pre-Pharmacy Option): 74 hrs**

*Required courses in Biology: 36 hrs*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology  
 BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 322 (3) and 342 (1) Human Anatomy and Physiology  
 BIO 334 (3) and 344 (1) Microbiology  
 BIO 436 (3) Biochemistry  
 BIO 446 (1) Biochemistry Laboratory  
 Electives (8)

*Required courses in Chemistry: 20 hrs\**

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 CHE 222 (3) and 242 (1) Organic Chemistry II  
 CHE 350 (4) Quantitative Analytical Chemistry

*Required courses in Physics: 8 hrs*

PHY 211 (3) and 241 (1) General Physics I  
 PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

MAT 144 (3) Functions and Graphs  
 MAT 211 (4) Calculus I  
 MAT 245 (3) Statistics I

*\*A student can receive a minor in Chemistry with only 3 additional hours at the 200 or 300 level.*

**E. B.S. in Biology with a concentration in Health Science (Pre-Veterinary Medicine Option): 69 - 70 hrs**

*Required courses in Biology: 32 hrs*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy  
 BIO 334 (3) and 344 (1) Microbiology  
 BIO 431 (3) and 461 (1) Genetics  
 BIO 436 (3) Biochemistry

BIO 446 (1) Biochemistry Laboratory  
 Electives (8)

*Required courses in Chemistry: 16 hrs*

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 CHE 222 (3) and 242 (1) Organic Chemistry II

*Required courses in Physics: 8 hrs*

PHY 211 (3) and 241 (1) General Physics I  
 PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

MAT 144 (3) Function and Graphs  
 MAT 211 (4) Calculus I  
 MAT 245 (3) Statistics I

*Required courses in Nutrition: 3 - 4 hrs\**

FN 227 (3) Nutrition or Ans. 230/250 (4)  
 (CRC-NCSU) Animal Nutrition

*Recommended Course: 3 hrs*

PSY 334 (3) Animal Behavior

*Clinical Experience and Application recommendations:* Students should have a minimum of 400 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring or summer of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year. This would include all courses listed above except Comparative Vertebrate Anatomy. Applicants should have a minimum, overall GPA of 3.50 and a GRE score of 1800 to have a reasonable chance of acceptance. Veterinary schools have high standards and the competition is intense.

\*Starting in the year 2000 the NCSU Veterinary College will require that applicants take an Animal Nutrition course rather than human nutrition

**F. B.S. in Biology with a concentration in Biological Diversity: 69 hrs**

*Required courses in Biology: 35 hrs*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology  
 BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 254 (3) Evolution of Biological System  
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy  
 BIO 334 (3) and 344 (1) Microbiology



BIO 352 (3) Symbiology  
 BIO 358 (2) Aquatic Field Research  
 BIO 359 (2) Terrestrial Field Research  
 BIO 499 (1) Seminar

*Required courses in Chemistry: 16 hrs*

CHE 111 (3) and 141 (1) General Chemistry  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 CHE 436 (3) and 446 (1) Biochemistry

*Required courses in Physics: 8 hrs*

PHY 211 (3) and 241 (1) General Physics I  
 PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

MAT 144 (3) Functions and Graphs  
 MAT 211 (4) Calculus I  
 MAT 245 (3) Statistics I

*Recommended courses:*

BIO 325 (4) Environmental Science  
 BIO 234 (3) and 244 (1) Principles of Ecology

**G. B.A. in Biology with a concentration in Biological Diversity: 49 hrs**

*Required courses in Biology: 31 hrs*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology  
 BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 254 (3) Evolution of Biological Systems  
 BIO 321 (2) and 345 (2) Comparative Vertebrate Anatomy  
 BIO 352 (3) Symbiology  
 BIO 358 (2) Aquatic Field Research  
 BIO 359 (2) Terrestrial Field Research  
 BIO 499 (1) Seminar

*Required courses in Chemistry: 12 hrs*

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I

*Required courses in Mathematics: 6 hrs*

MAT 144 (3) Functions and Graphs  
 MAT 245 (3) Statistics I

*Recommended courses:*

BIO 234 (3) and 244 (1) Principles of Ecology  
 BIO 325 (4) Environmental Science  
 BIO 334 (3) and 344 (1) Microbiology

**H. B. S. in Biology with a concentration in Environmental Science: 74 hrs**

*Required courses in Biology: 36hrs*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology  
 BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 234 (3) and 244 (1) Principles of Ecology  
 BIO 325 (4) Environmental Science  
 BIO 334 (3) and 344 (1) Microbiology  
 BIO 499 (1) Seminar  
 BIO electives (7hrs)

*Required courses in Chemistry and Physical Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 Either CHE 222 (3) and 242 (1) Organic Chemistry II or CHE 350 (4) Quantitative Analytical Chemistry

GEO 200 (3) and 240 (1) Earth Science

*Required courses in Physics: 8 hrs*

PHY 211 (3) and 241 (1) General Physics I  
 PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

MAT 144 (3) Functions and Graphs  
 MAT 211 (4) Calculus I  
 MAT 245 (3) Statistics I

**II. Licensure Programs**

**A. B.S. in Biology with Middle School Licensure**

This may follow any concentration but must include the following:

*Required courses in Biology*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology  
 BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 254 (3) Evolution of Biological Systems  
 BIO 352 (3) Symbiology  
 BIO 499 (1) Seminar  
 Total hours in biology (36)

SCI 764 (3) The Teaching of Science

*Required courses in Chemistry and Physical Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 CHE 222 (3) and 242 (1) Organic Chemistry II or 436 (3) and 446 (1) Biochemistry  
 GEO 200 (3) and 240 (1) Earth Science

*Required courses in Physics: 8 hrs*

PHY 211 (3) and 241 (1) General Physics I  
 PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

MAT 144 (3) Functions and Graphs  
 MAT 211 (4) Calculus I  
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

**B. B.A. in Biology with Middle School Licensure**

This may follow any concentration but must include the following:

*Required courses in Biology*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology  
 BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 254 (3) Evolution of Biological Systems  
 BIO 499 (1) Seminar  
 Total hrs in Biology (30)

SCI 764 (3) The Teaching of Science

*Required courses in Chemistry and Physical Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 GEO 200 (3) and 240 (1) Earth Science

*Required courses in Physics: 3 hrs*

PHY 204 (3)

*Required courses in Mathematics: 6 hrs*

MAT 144 (3) Functions and Graphs  
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

**C. B. S. in Biology with 9-12 Licensure**

This may follow any concentration but must include the following:

*Required courses in Biology*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology

BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 254 (3) Evolution of Biological Systems  
 BIO 352 (3) Symbiology  
 BIO 499 (1) Seminar  
 Total hours in biology (36)

SCI 764 (3) The Teaching of Science

*Required courses in Chemistry and Physical Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 CHE 222 (3) and 242 (1) Organic Chemistry II  
 or 436 (3) and 446 (1) Biochemistry  
 GEO 200 (3) and 240 (1) Earth Science

*Required courses in Physics: 8 hrs*

PHY 211 (3) and 241 (1) General Physics I  
 PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

MAT 144 (3) Functions and Graphs  
 MAT 211 (4) Calculus I  
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

**D. B.A. in Biology with 9-12 Licensure**

This may follow any concentration but must include the following:

*Required courses in Biology*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology  
 BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 254 (3) Evolution of Biological Systems  
 BIO 499 (1) Seminar  
 Total hrs in Biology (30)

SCI 764 (3) The Teaching of Science

*Required courses in Chemistry and Physical Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 GEO 200 (3) and 240 (1) Earth Science

*Required courses in Physics: 3 hrs*

**PHY 204 (3) Principles of Physics***Required courses in Mathematics: 6 hrs***MAT 144 (3) Functions and Graphs****MAT 245 (3) Statistics I**

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

**— Requirements for a Minor**

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

**— Curriculum****BIO 101 GENERAL BIOLOGY I**

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization with an emphasis on their relationships to human anatomy and physiology. Three lectures per week.

*3 hours***BIO 141 GENERAL BIOLOGY I LABORATORY**

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Corequisite or Prerequisite: BIO 101. Meets two hours per week.

*1 hour***BIO 102 GENERAL BIOLOGY II**

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Prerequisite: BIO 101 and 141. Corequisite: BIO 142. Three lectures per week.

*3 hours***BIO 142 GENERAL BIOLOGY II LABORATORY**

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

*1 hour***BIO 211 PLANT BIOLOGY**

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as Fungi and algae. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

*Fall, even-numbered years**3 hours***BIO 241 PLANT BIOLOGY LABORATORY**

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

*1 hour***BIO 222 INVERTEBRATE ZOOLOGY**

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 242. Three lectures per week.

*Spring**2 hours***BIO 242 INVERTEBRATE ZOOLOGY LABORATORY**

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Corequisite: BIO 222. Three laboratory hours per week.

*2 hours***BIO 234 PRINCIPLES OF ECOLOGY**

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week.

*Spring**3 hours***BIO 244 PRINCIPLES OF ECOLOGY LABORATORY**

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week.

*1 hour*

**BIO 252 HUMAN GENETICS**

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. prerequisites: BIO 101, 141, 102, 142 or equivalents. Recommended: MAT 144 or equivalent. Three lectures per week.

*Fall, odd-numbered years* 3 hours

**BIO 254 EVOLUTION OF BIOLOGICAL SYSTEMS**

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. Prerequisites: BIO 101, 141 and 102, 142 or permission of the instructor.

*Fall* 3 hours

**BIO 256 TECHNIQUES IN MICROSCOPY**

The microscope and microscopy (techniques) are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning, and transmission microscopy. Prerequisites: BIO 101, 141, 102, 142. One practicum hour per week.

*Fall* 1 hour

**BIO 258 TECHNIQUES IN TISSUE CULTURE**

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. One practicum hour per week.

*Spring* 1 hour

**BIO 311 HISTOLOGY**

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students given a comprehensive set of prepared slides for detailed study. Prerequisites: BIO 101, 141, 102, and 142. BIO 321 and 345 are recommended. Three lecture-laboratory hours per week.

*Spring, even-numbered years* 3 hours

**BIO 314 PARASITOLOGY**

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and

arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. An integrated lecture and laboratory format will be used. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 and 242 are recommended.

*Spring, odd-numbered years* 3 hours

**BIO 321 COMPARATIVE VERTEBRATE ANATOMY**

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.

*Fall* 2 hours

**BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY**

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.

2 hours

**BIO 322 HUMAN ANATOMY AND PHYSIOLOGY**

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.

*Spring* 3 hours

**BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY**

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.

1 hour

**BIO 323 VERTEBRATE PHYSIOLOGY**

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems.

Prerequisites: BIO 101, 141, 102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

*Fall* 3 hours

#### **BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY**

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.

*1 hour*

#### **BIO 325 ENVIRONMENTAL SCIENCE**

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 112. Three class hours and three laboratory hours per week.

*Fall, odd-numbered years* 4 hours

#### **BIO 334 MICROBIOLOGY**

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.

*Spring* 3 hours

#### **BIO 344 MICROBIOLOGY LABORATORY**

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.

*1 hour*

#### **BIO 351 CELL BIOLOGY**

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescence, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, informa-

tion flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 141, 112, 142. Three lecture hours per week.

*Spring* 3 hours

#### **BIO 352 SYMBIOSIS**

The study of symbiosis (living together) between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Prerequisites: BIO 101, 141, 102, 142.

*Fall* 3 hours

#### **BIO 356 BIOTECHNOLOGY**

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 141, 112, 142.

*Fall* 4 hours

#### **BIO 358 AQUATIC FIELD RESEARCH**

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 141, 112, 142; MAT 245. One three-hour field meeting per week.

*Fall, even-numbered years* 2 hours

#### **BIO 359 TERRESTRIAL FIELD RESEARCH**

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 112; Math 245. One three-hour field meeting per week.

*Spring, odd-numbered years* 2 hours

#### **BIO 400 RESEARCH**

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour. Prerequisite: BIO 300 or consent of instructor.

*1 to 3 hours*

**BIO 431 GENETICS**

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 141, 102, and 142. Recommended, MAT 144 or equivalent. Corequisite for biology majors: BIO 461. Three lectures per week.

Fall 3 hours

**BIO 461 GENETICS LABORATORY**

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 144 or equivalent. Corequisite: BIO 431. Three laboratory hours per week.

1 hour

**BIO 436 BIOCHEMISTRY**

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.

Spring 3 hours

**BIO 446 BIOCHEMISTRY LABORATORY**

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Prerequisite: CHE through 221 and BIO 101, 141. Three laboratory hours per week. Also offered as CHE 446.

1 hour

**BIO 499 SEMINAR**

May be taken for credit both junior and senior years. Offered for pass-fail grading only.

Spring 1 hour

**SCI 764 THE TEACHING OF SCIENCE**

A course for students seeking teacher licensure in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science

instruction. Three lectures per week.

Fall

3 hours

*Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology which may be of interest to biology majors.*

*Students who wish advanced study or research in biology should consult with the department head and arrange for it through special studies options.*

## BUSINESS AND ECONOMICS

*Irving H. Wainwright Professor of Business Wesels, Acting Head, Professors Crew, Oatvall and Schanz; Associate Professors Ammann, Bledsoe, Chappell, Ligon, Pencek, and Wakeman; Assistant Professors Lippard, Shuey and York; Instructor Hanner; Adjuncts Johnston, Smart, Steele and Tokas.*

THE DEPARTMENT OFFERS A B.S. DEGREE WITH A major in accounting, a B.S. degree with a major in International Business, and a B.S. degree with a major in business administration with concentrations in economics, management, marketing, human resource management, and finance; a B.A. degree with a major in economics; the Master of Business Administration (MBA); and a B.S./M.B.A. option for accounting majors. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

This B.S. degree with a major in business administration with a concentration in management is available during the evenings through Undergraduate Degree Programs for Women Age 23+.

### Mission Statement

The Department of Business and Economics is committed to integrating professional and technical instruction with a quality liberal education. The department provides women the opportunity to obtain the knowledge and skills needed to perform successfully as business and community leaders.

Departmental goals include development of: critical thinking skills through analysis, reflection and integration of concepts; ethical decision-making with the study of business; written communication skills; oral communication and presentation skills; and, research skills.

### — Objectives of the Accounting Concentration

- To provide an overview of financial and managerial accounting to enable students to understand and utilize financial statements.
- To offer accounting majors courses which include topics covered on the CPA exam.
- To integrate technology into the accounting curriculum by requiring students to use computer software currently used in the accounting profession
- To prepare students to use various methods of tax research including both computerized and other resources.

### — Objectives of the Economics Concentration

- To provide, as an integral part of the social science component of the liberal arts curriculum, an opportunity to become familiar with economic science.
- To provide a theoretical foundation for business decision making.
- To provide students with a general knowledge of economic problems and the framework for analyzing these problems.
- To provide courses that cover a wide variety of economic topics and the analytical tools needed to understand and solve economic problems as students prepare for careers or for further study in graduate school.

### — Objectives of the Finance Concentration

- To provide students with the opportunity to learn principles of corporate and personal financial management.
- To integrate technology into the finance curriculum by using computers.
- To provide a theoretical foundation for business decision making.
- To develop and practice research skills through the use of case studies, group projects, and/or term projects.
- To provide additional study in either managerial or financial accounting to strengthen skills in the analysis and interpretation of financial data.

### — Objectives of the Human Resource Management Concentration

- To provide students with an understanding of the role of Human Resource Management in the development of business and organizational strategies.
- To expose students in the Human Resource Management concentration to the major functions of HRM: recruiting, selection, training, labor relations and compensation.
- To provide students in the Human Resource Management concentration opportunities to learn and use research tools.
- To integrate current technology into the Human Resource Management concentration where appropriate.
- To provide students valuable HRM work experience through required internships.

### — Objectives of the International Business Concentration

- To provide international business students with a broad-based understanding of the economic, political, cultural, and ethical environments within which international business occurs.

- To provide a thorough comprehension of the functional business areas involved in international business.
- To develop an understanding of the importance of linguistics skills for the international business woman and to enable students to become proficient in a spoken language.
- To integrate technology into the international business curriculum where appropriate.
- To develop and practice presentation skills through the use of case studies, group projects and/or term projects.

#### — *Objectives of the Management Concentration*

- To encourage the development of a personal management philosophy and attitudes that would enable students to enter and progress successfully through a variety of business career tracts.
- To expose students to the different schools of management thought and to provide opportunities to apply theoretical concepts.
- To provide opportunities to apply case analysis techniques through written and presentation applications.
- To offer students information covering the history of management, the principles and functions of management which apply to a variety of organizational settings
- To integrate technology into the management curriculum where appropriate.
- To provide students in the management concentration opportunities to develop and practice research skills.

#### — *Objectives of the Marketing Concentration*

- To provide marketing students with an understanding of the role of marketing in the development of business and organizational strategies.
- To provide a thorough understanding of the principles of marketing including the areas of pricing, distribution, promotion and product policy.
- To provide students in the marketing curriculum with the opportunity to construct, present, and implement a quality marketing plan for any product or service.
- To integrate technology into the marketing curriculum where appropriate.
- To expose marketing students to marketing research tools and to develop a framework for investigating and analyzing marketing problems.

#### — *Requirements for a B.S. Degree with a Major in Accounting*

Candidates for the Bachelor of Science degree in accounting must take 37 (or 38) hours in the prescribed core and at least 12 additional hours of accounting, business, computer science, or other approved electives.

The core consists of the following courses: ACC 230, 231, 333, 334, 335, 434; BUS 120 (or equivalency test), 346, 366, 490; ECO 210, 211; MAT 245 (or equivalent) and CIS 131.

Electives include: ACC 332, 435, 436, 437, 438; BUS 454 (or 457), 491, 494; and CSC 312.

In the five-year program, Meredith accounting students may begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. The program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required in many states.

#### — *Requirements for a B.S. Degree with a Major in Business Administration*

Candidates for the Bachelor of Science degree in business administration must take 25-26 hours in a prescribed core and additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; ACC 230, 231; BUS 120 (or equivalency test), 346, 366, 490; and MAT 245 (or equivalent) and CIS 131.

#### Concentrations

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses approved by the department head.

The *Finance Concentration* permits students to focus on those courses which will develop and strengthen their skills in the areas of finance and to position them for entry-level positions in banking, stock brokerage firms, and mortgage companies. In addition to the core courses, students who elect this concentration must take MAT 211, ACC 332 OR 334, ECO 311, ECO 455, 491, 492, and 499 and 9 elective hours selected from ACC 334, 335, 434, 435, BUS 454, 480, and CSC 312, or related



courses approved by the department head.

The *Human Resource Management Concentration* provides an opportunity for students to focus on those courses which will strengthen their skills in various areas of human resource management. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 446, 447, 449, 480 (must be a human resource internship), 499 and 6 additional hours chosen from BUS 448, 450, 454, ECO 335, 364, SOC 335 and PSY 422, CIS 312, or related courses approved by the department head.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 499 and 18 additional hours from accounting, business and economics courses numbered 300 and above, CIS 312 or related courses approved by the department head. (Note that ECO 374 does not count toward the major.)

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 465, 468, and 499 and 12 additional hours selected from BUS 448, 454, 461, 466, 467, 468, 469, 480, 491, 494, ECO 311, CIS 312, or related courses approved by the department head.

#### — Requirements for a B.S. Degree with a Major in International Business

Candidates for the Bachelor of Science degree in International Business must take 31-32 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of a language minor.

The core consists of the following courses: ACC 230, 231, 332; BUS 120 (or equivalency test), 346, 366, 490, 499; ECO 210, 211; MAT 245 (or equivalent) and CIS 131. The elective 21 hours must be as follows: BUS 410, 469; ECO 434; REL 248; GEO 302 or 368; POL 210 or 204; and one course in contemporary area studies, e.g., HIS 308 or HIS 224 (or others as approved). The language minor must be a spoken language.

#### Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance,

management, marketing, and human resource management; these minors are available to complement majors in other departments only. Courses within the minors may not be taken for pass-fail grading.

The *Accounting Minor* includes a core of ACC 230, 231, 334, 335, and any three electives chosen from ACC 332, 333, 434, 435, 436, 437, 438; or BUS 454 or 457, 491.

The *Business Administration Minor* includes a core of ACC 230, BUS 346, ECO 210, 211, and any three electives chosen from ACC 231, BUS 366, 410, 448, 454, 490, ECO 310 or 311.

The *Economics Minor* includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 335, 364, 434, 435, 455, 456, BUS 461, 490, 491, 492, or 494.

The *Finance Minor* includes a core of ACC 230, 231, BUS 490, 491, ECO 211, and 311, and one elective chosen from ACC 332, 333, 334, 335, BUS 492, 494, ECO 210, 455, or 456.

The *Management Minor* includes a core of ACC 230, BUS 346, 366, 446, 448, ECO 211, and one elective chosen from ACC 231, BUS 384, 410, 466, 468, 469, ECO 210 or 364.

The *Marketing Minor* includes a core of ACC 230, BUS 346, 366, 465, 468, ECO 211, and one elective chosen from ACC 231, BUS 384, 454, 461, 466, 467, 469, ECO 210 or 311.

The *Human Resource Management Minor* includes a core of ACC 230, BUS 346, 446, 447, 449, ECO 211, and one elective chosen from BUS 448, 450 or 480 (must be a human resource management internship).

#### — Requirements for B.A. Degree with a Major in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

#### — Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

A special five-year program is available for those majoring in accounting. A qualified student may begin taking graduate classes during her senior year and would complete both the B.S. and the M.B.A. after five years of

study. This program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accountants (AICPA) and required in many states.

#### — *Licensure*

The department offers courses to prepare a student for the Basic Teaching License in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher license pursue a specified series of additional courses. Students seeking licensure should consult the department head.

#### — *Curriculum*

### Accounting

#### ACC 230 PRINCIPLES OF ACCOUNTING I

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

*3 hours*

#### ACC 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations, introduction to cost accounting; analysis of financial reports and statements. Prerequisite: ACC 230.

*3 hours*

#### ACC 332 MANAGERIAL ACCOUNTING

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC 231.

*3 hours*

#### ACC 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: ACC 231 and 332 or 334. (ACC 332 is strongly recommended.)

*Spring*

*3 hours*

#### ACC 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate- and long-term obligations; and

investments. Prerequisite: ACC 231 with a C or better grade or with instructor's permission.

*Fall*

*3 hours*

#### ACC 335 INTERMEDIATE ACCOUNTING II

A continuation of ACC 334, featuring topics such as income measurement and valuation issues related to stockholders' equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisite: ACC 334 with a C or better grade.

*Spring*

*3 hours*

#### ACC 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC 231.

*Fall*

*3 hours*

#### ACC 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: ACC 434.

*Spring*

*3 hours*

#### ACC 436 SELECTED TOPICS IN ACCOUNTING

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC 335, BUS/CIS 120.

*Fall*

*3 hours*

#### ACC 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities and voluntary health and welfare organizations. Prerequisite: ACC 335, BUS/CIS 120.

*Fall*

*3 hours*

#### ACC 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: ACC 335 or permission of instructor.

*Spring*

*4 hours*

## Economics

### ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

*3 hours*

### ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

*3 hours*

### ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

*Fall*

*3 hours*

### ECO 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

*Spring*

*3 hours*

### ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

*Fall, odd-numbered years (if sufficient demand)*

*3 hours*

### ECO 335 GENDER AND THE ECONOMY

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisite: ECO 211.

*Fall, odd-numbered years*

*3 hours*

### ECO 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211.

*Fall, even-numbered years*

*3 hours*

### ECO 374 CONSUMER ECONOMICS

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS 374.

*Fall*

*3 hours*

### ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

*Fall, odd-numbered years*

*3 hours*

### ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO 210 and 211.

*Spring, even-numbered years (if sufficient demand)*

*3 hours*

### ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

*Spring*

*3 hours*

### ECO 456 PUBLIC FINANCE

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

*Spring, even-numbered years*

*3 hours*

## Finance

### BUS 490 CORPORATION FINANCE

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, ACC 231, and MAT 245.

*3 hours*

**BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT**

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS 490.

*Spring*

*3 hours*

**BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT**

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

*Fall*

*3 hours*

**Marketing****BUS 366 PRINCIPLES OF MARKETING**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

*3 hours*

**BUS 461 CONSUMER BEHAVIOR**

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS 366

*Fall*

*3 hours*

**BUS 465 MARKETING RESEARCH**

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent.

*Fall*

*3 hours*

**BUS 466 SALES MANAGEMENT**

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346 and 366.

*3 hours*

**BUS 467 ADVERTISING AND SALES PROMOTION**

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.

*3 hours*

**BUS 468 MARKETING MANAGEMENT AND PLANNING**

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

*3 hours*

**BUS 469 INTERNATIONAL MARKETING**

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS 366.

*Fall*

*3 hours*

**Management****BUS 110 FUNDAMENTALS OF BUSINESS**

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department. (Not open to junior or senior majors in the Department of Business and Economics.)

*Spring*

*3 hours*

**BUS 120 SPREAD SHEETS**

An introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as LOTUS 1-2-3, Excel, or Quatro Pro. Also offered as CIS 120. Pass-fail grading.

*1 hour*

**BUS 346 PRINCIPLES OF MANAGEMENT**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

*3 hours*

**BUS 384 BUSINESS COMMUNICATIONS**

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

*3 hours*

**BUS 410 INTERNATIONAL BUSINESS**

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210.

*Spring 3 hours*

**BUS 446 HUMAN RESOURCE MANAGEMENT**

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

*3 hours*

**BUS 447 COMPENSATION AND BENEFITS**

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisite: BUS 446.

*Spring 3 hours*

**BUS 448 ORGANIZATIONAL BEHAVIOR**

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: BUS 346.

*3 hours*

**BUS 449 TRAINING AND DEVELOPMENT**

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS 446.

*Spring 3 hours*

**BUS 450 INDUSTRIAL RELATIONS**

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisite: BUS 346.

*Fall 3 hours*

**BUS 454 BUSINESS LAW I**

An examination of the legal and regulatory environment of business, including ethics and the place of law in society.

*Fall 3 hours*

**BUS 457 BUSINESS LAW II**

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

*Spring 3 hours*

**BUS 480 BUSINESS INTERNSHIP**

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.

*3 hours*

**BUS 494 DECISION ANALYSIS**

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

*Spring, even-numbered years (if sufficient demand) 3 hours*

**BUS 499 BUSINESS POLICY**

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major. Prerequisites: ACC 332 or ECO 310, BUS 346, and senior standing.

*3 hours*

**Other****BUS 764 TEACHING OF BUSINESS**

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

*Fall 3 hours*

*Additional courses in business and economics are available through the Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 65.*

## CHEMISTRY AND PHYSICAL SCIENCE

*Professor Shiflett, **Head**; Associate Professor Lewis; Assistant Professors Hazard and Powell; Adjuncts Holzknecht, Richter, and Warren.*

THE OVERALL GOAL OF THE DEPARTMENT OF Chemistry and Physical Science is to provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the natural sciences and which enhance opportunities for employment and/or additional education. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and earth science to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships or the cooperative education program.

### — Requirements for a Major

#### CORE CURRICULUM

1. CHE 111, 112, 221, 222, 350, 499  
(with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

#### BACHELOR OF ARTS

1. Core Curriculum
2. 6 additional hours in chemistry courses numbered 200 or above
3. 6 elective hours from the following:  
biology (200 level or above)  
chemistry (200 level or above)  
mathematics (200 level or above)  
physics (200 level or above)

#### BACHELOR OF SCIENCE

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 441
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

### — Requirements for Minors

Chemistry minor: Nineteen hours of chemistry, including CHE 111, 141, 112, 142, 221, 241, and a minimum of 7 hours of chemistry at the 200 level or above (at least 3 hours must be at the 300 level). Both CHE 222 and CHE 436 may not be used to meet the minor requirements.

Chemical Physics: Nineteen hours of chemistry and physics, including CHE 111, 141, 112, 142, PHY 211, 241, 212, 242, and either CHE 420 or CHE 430.

Geography: Eighteen hours of geography including GEO 200, 240, 205, 236, and a minimum of 8 hours of geography at the 200 level or above (at least 3 of these hours must be at the 300 level). All elective hours must be approved by the department head.

### — Curriculum

#### Chemistry

##### CHE 100 CHEMISTRY AND SOCIETY

A study of the fundamental principles of chemistry

including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will examine aspects of chemistry relevant to today's society.

*Spring, odd-numbered years*

*3 hours*

##### CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

*Fall*

*3 hours*

##### CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

*Fall*

*1 hour*

##### CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Strongly recommended: MAT 144.

*Spring*

*3 hours*

##### CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

*Spring*

*1 hour*

##### CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

*Fall*

*3 hours*

##### CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221.

*Fall*

*1 hour*

##### CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

*Spring*

*3 hours*

##### CHE 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on quali-

tative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

*Spring* 1 hour

#### **CHE 300 INTRODUCTION TO RESEARCH**

An introduction to the scientific literature, various literature search strategies, experimental design strategies and advanced laboratory techniques. Prerequisite: CHE 221.

1 hour

#### **CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY**

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week,

*Spring, even-numbered years* 4 hours

#### **CHE 400 RESEARCH**

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour credit. Prerequisite: CHE 300 or consent of instructor.

1 to 3 hours

#### **CHE 415 SPECIAL TOPICS IN CHEMISTRY**

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

1 to 3 hours

#### **CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS**

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

*Fall, even-numbered years* 3 hours

#### **CHE 441 EXPERIMENTAL PHYSICAL CHEMISTRY I**

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Concurrent registration in CHE 420 required.

*Fall, even-numbered years* 3 hours

#### **CHE 430 ATOMIC AND MOLECULAR STRUCTURE**

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

*Spring, odd-numbered years* 3 hours

#### **CHE 442 EXPERIMENTAL PHYSICAL CHEMISTRY II**

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE 430. Concurrent registration in CHE

430 required.

*Spring, odd-numbered years* 1 hour

#### **CHE 436 BIOCHEMISTRY**

See BIO 436.

3 hours

#### **CHE 446 BIOCHEMISTRY LABORATORY**

See BIO 446.

1 hour

#### **CHE 474 INORGANIC CHEMISTRY**

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

*Fall, odd-numbered years* 3 hours

#### **CHE 499 SEMINAR**

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

### **Physics**

#### **PHY 202 INTRODUCTION TO ASTRONOMY**

This course provides an introduction to basic astronomy. Topics included the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics, and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a "hands-on" component in which the student constructs and takes data with simple astronomical instruments.

*Fall, even-numbered years* 3 hours

#### **PHY 204 PRINCIPLES OF PHYSICS**

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

*Spring, even-numbered years* 3 hours

#### **PHY 211 GENERAL PHYSICS I**

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

*Fall* 3 hours

#### **PHY 241 GENERAL PHYSICS LABORATORY I**

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

*Fall* 1 hour



**PHY 212 GENERAL PHYSICS II**

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

*Spring 3 hours*

**PHY 242 GENERAL PHYSICS LABORATORY II**

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

*Spring 1 hour*

**PHY 430 ATOMIC AND MOLECULAR STRUCTURE**

See CHE 430.

*Spring, odd-numbered years 3 hours*

**Geography**

ONLY GEO 200 and GEO 240 carry credit toward the general education requirement in the natural sciences. GEO 205, 236, 302, and 368 may be used for credit toward the general education requirements in the social sciences.

**GEO 200 EARTH SCIENCE**

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. Corequisite: GEO 240.

*3 hours*

**GEO 240 EARTH SCIENCE LABORATORY**

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. Corequisite: GEO 200.

*1 hour*

**GEO 205 WORLD REGIONAL GEOGRAPHY**

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade.

*Spring, odd-numbered years 3 hours*

**GEO 236 CONSERVATION OF NATURAL RESOURCES**

Introductory survey of our natural resources: soils, minerals, forests, water, wildlife, public lands and recreational areas. Includes discussions of mounting problems of toxic wastes, energy, air and water pollution, conflicts of interests, and population and food problems.

*Fall, odd-numbered years 3 hours*

**GEO 302 ECONOMIC GEOGRAPHY**

An analysis of the developing world economy in terms of core-periphery regions, international business, the geo-

graphical bases of agricultural, industrial and service industries, and the developing information-based industries.

*Fall, even-numbered years 3 hours*

**GEO 368 POLITICAL GEOGRAPHY**

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

*Spring, even-numbered years 3 hours*

**SCI 764 THE TEACHING OF SCIENCE**

For teacher licensure in science (6-9) or chemistry (9-12). An introduction to the theoretical and practical aspects of teaching science. Safety practice information is given. Emphasis is placed on the importance of demonstration and lab work, on understanding and effectively using objectives, and on individualizing science instruction. May not be counted toward a major.

*3 hours*

*Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.*

*Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 65.*

For COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS see MATHEMATICS AND COMPUTER SCIENCE

For DANCE see HEALTH, PHYSICAL EDUCATION, AND DANCE

## EDUCATION

*Professor Kratzer, Head; Professor Johnson; Associate Professors Gleason, Heathcoat, Martine, Parker, and Weir; Assistant Professors Delaney, Graden, and Willoughby; Adjuncts Clemons, Dorsey, Jordan, Kocur, Midgett, Rich, Swart, and Torgerson; Administrative Faculty Lee.*

### —Goals and Objectives

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement, teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

### —Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education degree leads to a N.C. graduate license in elementary education, English as a Second Language, or reading.

### —Education Programs

#### Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

#### Undergraduate Licensure Programs

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in birth

through kindergarten (B-K); elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, Spanish, physical education, and occupational education: business education (grades 9-12) and family and consumer sciences education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.

A. Students who plan to teach

1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
  - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith.
  - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.
2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a packet of materials for Admission to Teacher

Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

*Note: An applicant's overall grade point average must be 2.50 or above for admission to the program.*

4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Dean of the College by letter.

**B. Students who plan to become school social workers**

1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
2. The registrar will send a copy of the Declaration of Major form to the Department of Education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Dean of the College by letter.

**II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)**

- A. All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the head of the Department of Education.
- B. Students with a baccalaureate degree from another institution who are seeking a North Carolina educa-

tion license through Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the head of the Department of Education.

**III. A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.**

- IV. Before a student enrolls in a middle or secondary methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the Education Department Office (207 Ledford).

**—Requirements for All Licenses and Endorsements**

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary licensure areas. Information on endorsements is available in the Department of Education, from advisers, and in the document Program Goals and Objectives published and distributed annually by the Department of Education.

**PRAXIS (formerly NTE exams) Requirements for All Programs**

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Pre-professional Skills Tests (Reading, Writing, Mathematics). The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student teaching, students are required to take the Principles of Learning and Teaching and Specialty Area Test(s) determined by the type of license sought. The minimum score requirements are established by the State Board of Education and are subject to change.

All required examinations may be taken more than once. Minimum score requirements information is available from the Department of Education.

### —Student Teaching Requirements

The following requirements must be met before a student is permitted to student teach:

An overall grade point average of 2.5 or above by the end of the term prior to student teaching;

- A. A grade point average of at least 2.5 in the content area by the end of the semester prior to student teaching. "Content area" is defined as the content area courses listed in the Meredith Catalogue. For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licensure programs except K-6;
- B. Observation and participation in the public schools;
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness;
- D. Satisfactory completion of all required methods courses;
- E. The required physical exam for public school teachers; and
- F. Filing of an application for student teaching placement with the Department of Education.

### —Recommendations

1. In planning your course schedule each semester be advised that most professional studies courses, including most methods courses taught in departments other than the Education Department, require extensive school observations/field experiences outside scheduled class hours. Since most of these observations occur in a public school setting, this means that the observations will occur between the hours of 7:30 a.m. to 3:00 p.m. In identifying potential observation time in your overall schedule be sure to include travel time to and from the school site — usually at least 30 minutes each way.

2. It is strongly recommended that EDU 232 and 234 be taken as first courses.

3. Beginning in the spring of 1999, all students seeking licensure must meet the state of North Carolina's requirements in technology. Students will need to demonstrate technology competencies at two levels: the "basic" level and the "advanced" level. To meet the "basic" technology requirement, students will take the Essential Technology Skills Inventory Test (ETSI). Students will be notified by the Education Department as to when they are to take the ETSI Test. The "advanced" technology competencies are to be demonstrated via projects presented in a portfolio format. Students who may not be proficient in word pro-

cessing, presentation graphics, spreadsheets, or databases are advised to take the appropriate computer classes.

4. BLOCK semester can be either semester of the senior year provided all other professional education courses have been satisfactorily completed.

#### FOR K-6 LICENSURE ONLY:

5. It is strongly recommended that EDU 255 be taken early in a student's program.

6. EDU 340 and EDU 342 AND EDU 344 should be taken during the semester immediately preceding student teaching.

### —Elementary Teacher Education (Grades K-6) Program

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

#### I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

#### Language arts.....(9)

English composition and grammar:

ENG 111, Principles of Writing (3)

English Literature —ENG 201, Major British Writers (3)

American Literature —ENG 206, Survey of American Literature (3) (Prerequisite: ENG 201)

#### Social studies.....(9)

HIS 101, The Emergence of Western Civilization, or

HIS 102, Modern Western Civilization (3)

HIS 214, American History to 1876, or

HIS 314, Colonial American History (3)

SOC 335, American Ethnic Relations (3)

(Prerequisite: SOC 230 or 260 or EDU 232)

#### Psychology.....(6)

PSY 210 Developmental Psychology (3) or

PSY 310 Child and Adolescent Psychology

(Prerequisite: EDU 234 or PSY 100),

PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

#### Natural science.....(8)

BIO 101, General Biology I (3)

BIO 141, General Biology I Laboratory (1)

GEO 200, Earth Science (3)

GEO 240, Earth Science Laboratory (1)

#### Mathematics.....(6)

MAT 130, Exploring with Mathematics, or

MAT 245, Statistics I (3)  
 MAT 120, Finite Mathematics, or  
 MAT 144, Functions and Graphs, or  
 Any calculus course (3 or 4)

**Cultural arts .....3**

IDS 100, Appreciation of Fine Arts (3), or  
 ART 221 or 222 and MUS 214

**II. Major Study Program Requirements in an Area  
 Other than Education**

**III. Professional Education Requirements for Elementary  
 Education (K-6) Students  
 (38 sem. hrs.)**

**A. Professional Education, General.....6**

EDU 232, Foundations of American Education (3)  
 EDU 234, Educational Psychology (3)

**B. Professional Education, Methods .....26**

Prior to the BLOCK semester (last semester of the  
 teacher program):

ART 744, Art in the Elementary School (2) edu-  
 cation (Prerequisite: IDS 100 or ART 221 or 222)

HED 744, Health Education in the Elementary  
 School (2)

MUS 744, Music in the Elementary School (2)  
 (Prerequisite: IDS 100 or MUS 214)

ESS 744, Physical Education in the Elementary  
 School (2)

EDU 255, Literature in the Elementary School (2)

EDU 336, Mathematics in the Elementary  
 School (3)

EDU 340, Teaching in the Elementary School (3)

EDU 342, Preservice Practicum (1)

EDU 344, Communication Skills in the Elementary  
 School (3)

In the BLOCK semester (last semester of the teacher  
 education program):

EDU 440, Seminar in Education (1)

EDU 441, Introduction to Audio/Visual Materials  
 (1) [can be taken prior to BLOCK upon approval of  
 adviser]

EDU 457, Science in the Elementary School (2)

EDU 458, Social Studies in the Elementary  
 School (2)

**C. Professional Education; Practicum.....6**

In the BLOCK semester (last semester of the teacher  
 education program):

EDU 439, Observation and Directed Teaching (6)

**IV. An endorsement in French or Spanish may be added  
 to the K-6 license. Contact the Department of  
 Education or the Department of Foreign Language  
 for details.**

**—Middle Grades Teacher Education (Grades 6-9)  
 Program**

Students who expect to obtain an initial N.C. license to  
 teach at the middle grades education (6-9) level must meet  
 both the course and minimum semester hour require-  
 ments below.

**I. General Education Requirements**

A. The general education requirements of the College

B. Within the general education requirements of the  
 College, the following specific requirements:

**Language arts .....9**

English Composition and Grammar:

ENG 111, Principles of Writing (3)

English Literature/ENG 201, Major British  
 Writers (3)

American Literature/ENG 206, Survey of American  
 Literature (3)

**Social studies .....9**

HIS 101, The Emergence of Western Civilization,  
 or

HIS 102, Modern Western Civilization (3)

HIS 215, American History Since 1876 (3)

SOC 335, American Ethnic Relations (3)

(Prerequisite: SOC 230 or SOC 260 or EDU 232  
 are strongly recommended)

**Psychology.....3**

PSY 312, The Psychology of Exceptional Individuals  
 (3) (Prerequisite: EDU 234 or PSY 100)

**Natural science .....8**

BIO 101, General Biology I (3)

BIO 141, General Biology I Laboratory (1)

GEO 200, Earth Science (3)

GEO 240, Earth Science Laboratory (1)

**Mathematics .....3**

MAT 120, Finite Mathematics (3), or

MAT 144, Functions and Graphs (3), or

MAT 211, Calculus I (4)

**Cultural arts .....3**

IDS 100, Appreciation of Fine Arts (3), or  
 ART 221, or 222 and MUS 214

**Health and Physical Education .....2**

HED 100, Contemporary Health Issues (2)

**II. Major Study Program Requirements in an Area  
 Other than Education**

**III. A concentration in communication skills, mathemat-  
 ics, science, or social studies. Middle grades educa-  
 tion (6-9) teachers are strongly encouraged to have a  
 second concentration. (see Section V)**

**IV. Professional Education Requirements for Middle  
 Grades Education (6-9) Students (24 sem. hrs.)**

- A. Professional Education, General.....9**  
Prior to the BLOCK semester (last semester of the teacher education program):  
EDU 232, Foundations of American Education (3)  
EDU 234, Educational Psychology (3)  
EDU 350, Teaching in the Middle School (3)
- B. Professional Education, Methods.....9-11**  
Prior to, or in, the BLOCK semester (last semester of the teacher education program):  
Methods 764 as appropriate to the required concentration (3)  
EDU 441, Introduction to Audio/Visual Materials (1)  
In the BLOCK semester (last semester of the teacher education program):  
EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)  
EDU 466, Preadolescent and Adolescent Behavior (3)  
EDU 471, Reading in the Content Areas (1-3)
- C. Professional Education, Practicum.....6**  
In the BLOCK semester (last semester of the teacher education program):  
EDU 439, Observation and Directed Teaching (6)
- V. Program Requirements for Middle Grades Teacher Education (6-9)**
- A. Communication Skills .....(6-9)**
1. The general education program requirements of the College
  2. The specific requirements within the general education program
  3. Major study program in an area other than education
  4. Concentration in Communication Skills (25)  
ENG 111, Principles of Writing (3)  
ENG 201, Major British Authors (3)  
ENG 206, Survey of American Literature (3)  
ENG 175, Grammar (1)  
ENG Literature elective (3)  
ENG 358, Advanced Composition: Expository and Technical (3)  
ENG 240 Introduction to Film (3)  
EDU 471, Reading in the Content Areas (3)  
SPE 225, Fundamentals of Speech (3)
  5. Subject area methods  
ENG 764, The Teaching of English
- B. Mathematics .....(6-9)**
1. The general education program requirements of the College
  2. The specific requirements within the general education program
  3. Major study program in an area other than education
  4. **A concentration in mathematics.....19-20**  
MAT 144, Functions and Graphs (3)  
MAT 211, Calculus I (4)  
MAT 220, Linear Algebra (3), or MAT 212, Calculus II (4)  
MAT 250, Mathematical Reasoning (2)  
MAT 245, Statistics I (3)  
MAT 334, Modern College Geometry (3)  
MAT 910, Topics in Mathematics for Middle Grades (6-9) Licensure (1)
  5. **Computer Science.....(3)**  
CIS modules (3), or CSC 201, Computer Science with C++ (3)
  6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics
- D. Science..... (6-9)**
1. The general education requirements of the College
  2. The specific requirements within the general education program
  3. A major study program in an area other than education
  4. **A concentration in science.....19**  
This may follow any concentration but must include the following:  
*Required courses in Biology*  
BIO 101 (3) and 141 (1) General Biology I  
BIO 102 (3) and 142 (1) General Biology II  
BIO 211 (3) and 241 (1) Plant Biology  
BIO 222 (2) and 242 (2) Invertebrate Zoology  
BIO 254 (3) Evolution of Biological Systems  
BIO 499 (1) Seminar  
Total hrs in Biology (30)  
  
SCI 764 (3) The Teaching of Science  
  
*Required courses in Chemistry and Physical Science: 20 hrs*  
CHE 111 (3) and 141 (1) General Chemistry I  
CHE 112 (3) and 142 (1) General Chemistry II  
CHE 221 (3) and 241 (1) Organic Chemistry I  
GEO 200 (3) and 240 (1) Earth Science  
  
*Required courses in Physics: 3 hrs*  
PHY 204 (3)

*Required courses in Mathematics: 6 hrs*

MAT 144 (3) Functions and Graphs

MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the middle grades teacher education program.

**E. Social Studies .....(6-9)**

1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education
4. **A concentration in social studies .....21**  
 HIS 101, Emergence of Western Civilization, or HIS 102, Modern Western Civilization (3)  
 HIS 215, American History Since 1876 (3)  
 HIS 224, Introduction to Non-Western Civilization (3)  
 HIS 520, North Carolina History (3)  
 ECO 210, Principles of Macroeconomics (3), or ECO 374, Consumer Economics (3)  
 GEO 205, World Regional Geography (3)  
 POL 100, American Political Systems, or POL 210, International Politics (3)
5. Subject matter methods  
 HIS 764, The Teaching of Social Studies
6. In addition to the above, the following courses are strongly recommended:  
 HIS 308, Twentieth Century Europe  
 GEO 368, Political Geography

**—Secondary Teacher Education  
(Grades 9-12) Programs**

Students who expect to obtain an initial N.C. license to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation including
  - A. General education requirements to include  
 PSY 312, Psychology of Exceptional Individuals (3)  
 (Prerequisite: EDU 234 or PSY 100)  
 SOC 335, American Ethnic Relations (3)  
 (Students should take EDU 232 first)
  - B. The major study requirements
- II. Additional specialty study requirements for area of licensure

**III. Professional Education, General:**

A. EDU 232, Foundations of American Education (3)

B. EDU 234, Educational Psychology (3)

C. METHODS 764 (3)

D. The BLOCK Courses

EDU 438, Field Experiences: Middle Grades and Secondary (1)

EDU 439, Observation and Directed Teaching (9-12) (6)

EDU 441, Introduction to Audio/Visual Materials (1) [can be taken prior to BLOCK upon approval of faculty adviser]

EDU 466, Preadolescent and Adolescent Behavior (3)

EDU 467, The Secondary School (3)

EDU 471, Reading in the Content Areas (1-3)

**IV. Program Requirements for Secondary Teacher Education (9-12)**

A. Biology Licensure

**B. A. in Biology with 9-12 Licensure .....30**

This may follow any concentration but must include the following:

*Required courses in Biology*

BIO 101 (3) and 141 (1) General Biology I

BIO 102 (3) and 142 (1) General Biology II

BIO 211 (3) and 241 (1) Plant Biology

BIO 222 (2) and 242 (2) Invertebrate Zoology

BIO 254 (3) Evolution of Biological Systems

BIO 499 (1) Seminar

Total hours in biology (30)

SCI 764 (3) The Teaching of Science

*Required courses in Chemistry and Physical Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I

CHE 112 (3) and 142 (1) General Chemistry II

CHE 221 (3) and 241 (1) Organic Chemistry I

GEO 200 (3) and 240 (1) Earth Science

*Required courses in Physics: 3 hrs*

PHY 204 (3) Principles of Physics

*Required courses in Mathematics: 6 hrs*

MAT 144 (3) Functions and Graphs

MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

**B. S. in Biology with 9-12 Licensure.....36**

This may follow any concentration but must include the following:

*Required courses in Biology*

BIO 101 (3) and 141 (1) General Biology I  
 BIO 102 (3) and 142 (1) General Biology II  
 BIO 211 (3) and 241 (1) Plant Biology  
 BIO 222 (2) and 242 (2) Invertebrate Zoology  
 BIO 254 (3) Evolution of Biological Systems  
 BIO 352 (3) Symbiology  
 BIO 499 (1) Seminar  
 Total hours in biology (36)

SCI 764 (3) The Teaching of Science

*Required courses in Chemistry and Physical Science: 20 hrs*

CHE 111 (3) and 141 (1) General Chemistry I  
 CHE 112 (3) and 142 (1) General Chemistry II  
 CHE 221 (3) and 241 (1) Organic Chemistry I  
 CHE 222 (3) and 242 (1) Organic Chemistry II  
 or 436 (3) and 446 (1) Biochemistry  
 GEO 200 (3) and 240 (1) Earth Science

*Required courses in Physics: 8 hrs*

PHY 211 (3) and 241 (1) General Physics I  
 PHY 212 (3) and 242 (1) General Physics II

*Required courses in Mathematics: 10 hrs*

MAT 144 (3) Functions and Graphs  
 MAT 211 (4) Calculus I  
 MAT 245 (3) Statistics I

In addition, all requirements must be met as stated by the education department for the secondary teacher education program.

**Bachelor of Science, Chemistry.....36**

CHE 111, General Chemistry I (3)  
 CHE 141, General Chemistry I Lab (1)  
 CHE 112, General Chemistry II (3)  
 CHE 142, General Chemistry II Lab (1)  
 CHE 221, Organic Chemistry I (3)  
 CHE 241, Organic Chemistry I Lab (1)  
 CHE 222, Organic Chemistry II (3)  
 CHE 242, Organic Chemistry II Lab (1)  
 CHE 350, Quantitative Analytical Chemistry (4)  
 CHE 400, Research (1)  
 CHE 420, Chemical Thermodynamics and Kinetics (3)

CHE 430, Atomic and Molecular Structure (3)  
 CHE 499, Chemistry Seminar (1)  
 CHE Electives (8)

**Mathematics.....14**

MAT 211, Calculus I (4)  
 MAT 212, Calculus II (4)  
 MAT 220, Linear Algebra (3)  
 MAT 354, Differential Equations (3)

**Physics.....8**

PHY 211, General Physics I (3)  
 PHY 241, General Physics I Lab (1)  
 PHY 212, General Physics II (3)  
 PHY 242, General Physics II Lab (1)

**Biology.....3**

BIO 101, General Biology I (3)

**Bachelor of Arts, Chemistry.....30**

CHE 111, General Chemistry I (3)  
 CHE 141, General Chemistry I Lab  
 CHE 112, General Chemistry II (3)  
 CHE 142, General Chemistry II Lab (1)  
 CHE 221, Organic Chemistry I (3)  
 CHE 241, Organic Chemistry I Lab  
 CHE 222, Organic Chemistry II (3)  
 CHE 242, Organic Chemistry II Lab (1)  
 CHE 350, Quantitative Analytical Chemistry (4)  
 CHE 499, Seminar (1)

Chemistry Electives (12)

6 additional hours in chemistry numbered 200 or above

6 additional hours from the following:  
 mathematics (200 level or above)  
 biology (200 level or above)  
 chemistry (200 level or above)  
 physics (200 level or above)

**Mathematics.....4**

MAT 211, Calculus I (4)

**Physics.....8**

PHY 211, General Physics I (3)  
 PHY 241, General Physics I Lab (1)  
 PHY 212, General Physics II (3)  
 PHY 242, General Physics II Lab (1)

**C. English Licensure.....39**

ENG 111, Principles of Writing (3)  
 ENG 175, Grammar (1)  
 ENG 201, Major British Authors (3)  
 ENG 202, Development of English Literature (3)  
 ENG 206, Survey of American Literature (3)  
 ENG 240, Introduction to Film (3)  
 ENG 275, Techniques of Literary Research (1)  
 ENG 330, African-American Writers (3)



- ENG 351, Old English (3)  
 ENG 358, Advanced Composition (3)  
 ENG 375, Research Project (1)  
 One course in world literature which is not  
 American or British

In addition, prospective teachers must take:

- One seminar (ENG 357, 359, or 498)  
 One course in Shakespeare (ENG 355 or 356)  
 One course in 18th or 19th century (ENG 340,  
 365, 367, or 368)  
 One course in 20th century (ENG 345, 364,  
 or 370)  
 Prospective teachers are strongly urged to  
 take one course in speech or theatre.

#### D. Mathematics Licensure

#### Mathematics .....34

- MAT 110, Functions and Graphs (3)  
 MAT 211, Calculus I (4)  
 MAT 212, Calculus II (4)  
 MAT 220, Linear Algebra (3)  
 MAT 245, Statistics I (3)  
 MAT 250, An Introduction to Mathematical  
 Reasoning (2)  
 MAT 313, Calculus III (3)  
 MAT 321, Modern Abstract Algebra (3)  
 MAT 334, Modern College Geometry (3)  
 MAT 340, Mathematical Probability and  
 Statistics (3)

From the following courses, prospective teachers must  
 take 3 hours:

- CIS modules (3)  
 CSC 201, Computer Science I with C++ (3)

#### E. Social Studies Licensure

#### History Knowledge .....21

- HIS 101, Emergence of Western Civilization, (3)  
 HIS 102, Modern Western Civilization (3)  
 HIS 214, American History to 1876, (3)  
 HIS 215, American History Since 1876 (3)  
 6 hours of Non-Western History, these may be  
 chosen from the following listings:

- HIS 200, Introduction to Latin America  
 HIS 224, Introduction to Non-Western  
 Civilizations  
 HIS 310, Modern China  
 HIS 325, Asian Civilizations

or from Special Studies courses that may be  
 offered in the history of Africa and the Middle  
 East and other non-western areas

In addition the student is to select a course in  
 the history of twentieth century from the follow-  
 ing list:

- HIS 308, Twentieth Century Europe (3)  
 POL 309, The Politics of the Vietnam  
 War (3)  
 HIS 319, Contemporary American History  
 Since 1945 (3)  
 HIS 330, U.S. and World History (3)

#### Social Science Knowledge .....21

#### Required Courses:.....9

- ECO 211, Microeconomic Principles (3)  
 POL 100, American Political System (3)  
 GEOGRAPHY: *The student is to select one of the  
 following:*

- GEO 205, World Regional Geography (3)  
 GEO 236, Conservation of Natural  
 Resources (3)  
 GEO 302, Economic Geography (3)  
 GEO 368, Political Geography (3)

#### Recommended Courses:

*The student is to choose 12 hours from the following list or  
 from the geography courses listed above:*

- ECO 210, Macroeconomic Principles (3)  
 POL 300, Law and Society (3)  
 POL 301, The Constitution and the Rights  
 of Americans  
 POL 340, State and Local Political Systems (3)  
 SOC 230, Principles of Sociology (3)  
 SOC 335, American Ethnic Relations (3)

Or electives from anthropology, economics,  
 human geography, politics, or sociology.

#### —Occupational Teacher Education Programs

Students who expect to obtain an initial N.C. license to  
 teach business or home economics must meet both the  
 course and minimum semester hour requirements listed  
 below.

- I. All College requirements for graduation, including:
  - A. General education requirements to include
    - PSY 312, Psychology of Exceptional Individuals (3)  
 (Prerequisite: EDU 234 or PSY 100)
    - SOC 335, American Ethnic Relations (3)
  - B. The major study requirements
- II. Minimum semester hours in the occupational educa-  
 tion certification subject areas:
  - A. Business and Office courses,  
 semester hours .....39
  - B. Family and Consumer Sciences courses,  
 semester hours .....48
- III. Minimum semester hours in professional education  
 and related courses:

- A. EDU 232, Foundations of American Education (3)
- B. EDU 234, Educational Psychology (3)
- C. METHODS 764 (3)
- D. The BLOCK Courses
  - EDU 438, Field Experiences:
    - Middle Grades and Secondary (1)
  - EDU 439, Observation and Directed Teaching (9-12) (6)
  - EDU 441, Introduction to Audio/Visual Materials (1) [can be taken prior to BLOCK upon approval of faculty adviser]
  - EDU 466, Preadolescent and Adolescent Behavior (3)
  - EDU 467, The Secondary School (3)
  - EDU 471, Reading in the Content Areas (1-3)
- IV. Courses in Business Education
  - A. Business and Office Education
    - 1. Basic Business Licensure .....57  
*These courses include a prescribed core of 24 hours, a concentration in management of 24 hours, and additional courses to meet the competencies for licensure.*
    - Core
      - ECO 210, Principles of Macroeconomics (3)
      - ECO 211, Principles of Microeconomics (3)
      - ACC 230, Accounting Principles I (3)
      - ACC 231, Accounting Principles II (3)
      - BUS 346, Management Principles (3)
      - BUS 366, Marketing Principles (3)
      - BUS 490, Corporate Finance (3)
      - MAT 245, Statistics I (or equivalent) (3)
    - Concentration
      - ACC 332, Managerial Accounting (3)
      - BUS 499, Business Policy (3)
      - BUS 384, Business Communication (3)
      - BUS 454, Business Law (3)
      - BUS 480, Business Internship (3)
    - Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311, 364, 455 (9)
    - Requirements not counted in major
      - Keyboard proficiency
      - ECO 374, Consumer Economics (3)
      - CIS modules (3), or CSC 201 Computer Science I with C++ (3)
  - B. Family and Consumer Sciences Education
    - 1. General education program requirements to include:
      - PSY 312, Psychology of Exceptional Individuals (3)
      - (Prerequisite: EDU 234 or PSY 100)
      - SOC 335, American Ethnic Relations (3)
    - 2. Specific requirements for Social Work major
- 3 hours of computer modules (CIS series)
- SOC 335, American Ethnic Relations (3)
- 2. A major study program in Family and Consumer Sciences and
  - Child Development**.....9
    - CD 234, Preschool Child (3)
    - CD 335, Marriage and Family Relationships (3)
    - CD 436, Administration of Programs for Young Children (3)
  - Clothing and Fashion Merchandising** .....6
    - CFM 115, Beginning Clothing Construction (3)
    - CFM 418, Textiles (3)
  - Foods and Nutrition** .....12
    - FN 124, Principles of Food (3)
    - FN 326, Meal Management (2)
    - FN 227, Nutrition (3)
    - FN 327, Institutional Foods (3)
    - FN 328, Food Service Equipment (1)
  - Interior Design and Housing** .....6
    - ID 245, Housing (3)
    - ART 144, Interior Design I (3)
  - Consumer Resource Management** .....6
    - FCS 355, Family Resource Management (3)
    - FCS/ECO 374, Consumer Economics (3)
    - FCS 765, Methods of Teaching Family and Consumer Sciences
    - HED 100 Contemporary Health Issues
    - FCS 499, Professional Symposium (1)
    - Additional Hours (6)
    - Students must select 3 hours of additional electives from
      - CD 438, Supporting and Strengthening Families
      - CFM 316, Tailoring
      - CFM 417, Apparel Design
      - ID 246, Interior Design Materials
  - 3. Additional Professional Education
    - EDU 350, Teaching in The Middle School.

### —School Social Worker Program

Students may wish to earn the N.C. school social worker license. Program requirements for school social work personnel follow:

- 1. General education program requirements to include:
  - PSY 312, Psychology of Exceptional Individuals (3)
  - (Prerequisites: EDU 234 or PSY 100)
  - SOC 335, American Ethnic Relations (3)
- 2. Specific requirements for Social Work major
- Specified Liberal Arts Courses** .....12
  - (May also count toward general education requirements)

BIO 101, General Biology I (3)  
 SOC 230, Principles of Sociology (3)  
 PSY 100, General Psychology (3)  
 POL 100, American Political System (3)

**Social Work Courses.....37**

SWK 241, Social Work as a Profession (3)  
 SWK 302, Social Policy Analysis (3)  
 SWK 304, Generalist Practice with  
 Individuals (3)  
 SWK 305, Generalist Practice with Families (3)  
 SWK 307, Human Behavior for Social Work  
 Practice: Infancy Through Childhood (3)  
 SWK 308, Human Behavior for Social Work  
 Practice: Adolescence Through Aging (3)  
 SWK 309, Research Principles and Statistics for  
 Social Work Practice (3)  
 SWK 311, Preparation for Social Work Field  
 Placement (1)  
 SWK 401, Social Work Practice with  
 Organizations and Communities (3)  
 SWK 402, Social Work Field Experience  
 (In Public School Setting) (12)  
 SWK 403, Field Instruction Seminar (3)

**3. Professional Education.....9**

EDU 232, Foundations of American  
 Education (3)  
 EDU 234, Educational Psychology (3)  
 SWK 405, School Social Work (3)

**—Special Subject Area Teacher Education (Grades K-12) Programs**

**I. Art (K-12)**

A. General education program requirements

**Humanities and Fine Arts.....22-27**

English Composition (3-6)  
 Foreign Language (6)  
 Literature (6)  
 A three-hour course in major British authors, and  
 A three-hour course in English, American, or world  
 literature, or  
 Any literature course in a foreign language  
 Religion (6)  
 A three-hour introduction to biblical literature and  
 history and one advanced three-hour course in  
 religion  
 Fine Arts (1-3)

Chosen from one or more of the following categories: dance (theory or history), music, philosophy, speech, theatre

**Social and Behavioral Sciences.....12**

HIS 101, The Emergence of Western  
 Civilization (3), or

HIS 102, Modern Western Civilization  
 PSY 210, Developmental Psychology, or  
 PSY 310, Child and Adolescent Development (3)  
 PSY 312, The Psychology of Exceptional  
 Individuals (3)  
 SOC 335, American Ethnic Relations (3)

**Mathematics and Natural Sciences.....13**

One laboratory course chosen from biology, chemistry, earth science, or physics (4)  
 One course in mathematics (3)  
 Electives (6)  
 Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics

**Health and Physical Education.....4-5**

Must include four activity courses, or  
 Three activity courses and a two-hour course in health or first aid

**B. The Art Core Curriculum .....20**

ART 100, Theory and Practice of Visual Arts (2)  
 ART 101, Drawing I (3)  
 ART 105, 2-D Design (3)  
 ART 106, Color Theory (3)  
 ART 221, Art History Survey I (3)  
 ART 222, Art History Survey II (3)  
 ART 494, Senior Project (1)

**C. Other Required Art Courses .....27**

ART 102, Drawing II (3)  
 ART 107, Three-Dimensional (3)  
 ART 210, Beginning Painting (3)  
 ART 260, Ceramics (3)  
 ART 265, Sculpture (3)  
 ART 270, Fiber Crafts or Metal Crafts (3)  
 ART 324, Topics in Modern Art History (3)  
 ART 350 or ART 351, Printmaking (3)  
 Art History elective (3)

**D. Professional Education Courses.....23**

ART 734, Theory and Methods of Teaching Art  
 Pre-K-5 (3)  
 ART 735, Theory and Methods of Teaching  
 Art 6-8 (3)  
 ART 736, Theory and Methods of Teaching  
 Art 9-12 (3)  
 EDU 232, Foundations of American Education (3)  
 EDU 234, Educational Psychology (3)  
 EDU 441, Introduction to Audio/Visual  
 Materials (1)  
 EDU 439, Observation and Directed Teaching (6)  
 EDU 471, Reading in the Content Areas (1)

## II. Dance (K-12)

## A. All College requirements for graduation.

## 1. General Education requirements to include:

PSY 210 or 310, Developmental

Psychology (3)

PSY 312, Psychology of Exceptional

Individuals (3)

SOC 335, American Ethnic Relations (3)

## 2. Major study requirements

## B. Dance License Requirements (K-12)

**Core Courses .....33**

DAN 150, Perspectives in Dance (1)

DAN 159, Movement Improvisation (2)

DAN 250, Movement Fundamentals (2)

DAN 255, Movement Fundamentals Lab (1)

DAN 200, Dance Appreciation (3)

DAN 256, Composition I, (3)

DAN 359, Dance History (3)

**Dance Technique: ..Total of 10 hours to include**

DAN 152, Folk and Square (1)

DAN 253/353, Modern II, III and/or IV (4)

DAN 251/351, Ballet II, III and/or IV (2)

DAN 254/354, Jazz II, III and/or IV (1)

Dance Electives Level II, III or IV (2)

BIO 322/342, Human Anatomy and

Physiology (4)

HED 282, Prevention and Care of Movement

Injuries (1)

ESS 482, Kinesiology (3)

**Licensure Concentration Required Courses**

DAN 355, Creative Arts Touring Company (1)

DAN 357, Creative Arts Touring

Company/Assistantship (1)

DAN 356, Composition II (3)

THE 246, Lighting and Sound (3)

DAN 257, Music for Dance (2)

DAN 352, Dance Repertory (2)

CIS Modules (3)

**Professional Education .....24**

EDU 232, Foundations of American

Education (3)

EDU 234, Education Psychology (3)

DAN 761, Theory/Methods of Teaching

Dance, K-6 (3)

DAN 762, Theory/Methods of Teaching

Dance, 7-12 (3)

DAN 763, Reflective Teaching (3)

EDU 438, Field Experience (1)

EDU 441, Introduction to Audio/Visual

Materials (1)

EDU 471, Reading in the Content Area (1)

EDU 439, Observation and Directed  
Teaching (6)

## III. Music (K-12)

## A. All college requirements for graduation.

## B. Program Requirements for Music Education (K-12)

*Also fulfills General Education requirements***Liberal Arts and Sciences .....42**

English Composition (3)

Major British Writers (3)

Foreign Language (6)

(Students will be placed at the appropriate level by  
the Department of Foreign Languages)

Religion (6)

A three-hour introduction to biblical literature  
and history and one advanced three-hour course in  
religion

History of Western Civilization, 101 or 102 (3)

American Ethnic Relations, Sociology 335 (3)

Psychology of the Exceptional Individual (3)

Mathematics (3)

Lab Science (select from Biology, Chemistry, Earth  
Science, Physics) (4)Health and Physical Education (select four activity  
courses or two activity courses and one two-hour  
course in health or first aid) (4)

Electives in Liberal Arts and Sciences (4)

**Music and Professional Education .....83**

Theory 100, 101, 202, 203 (12)

Ear Training 150, 151, 252, 253 (4)

Keyboard 140, 141, 242, 243 (4)

Music Literature 215 (2)

Music History 310, 311, 312, 313 (8)

Winds and Percussions 070 (4)

String Instruments 060 (2)

Guitar Lab 068 (1)

Instrumentation 304 (1)

Choral Arranging 308 (2)

Conducting 300, 301 (4)

Principal Applied Study (14)

Second Applied Study(ies) (3)

Students whose principal applied study is not  
voice should take three hours of voice as sec-  
ondary applied or elective

Graduation Recital 491 (1)

Keyboard Proficiency

Materials and Methods, Elementary 720 (2)

Materials and Methods, Middle 721 (2)

Materials and Methods, Secondary 722 (2)

Educational Psychology (3)

Foundations of American Education (3)

Student Teaching 439 (Block) (6)

Electives in Music, Professional Education, or Psychology (0-2)

Reading, Education 344 or 471 (1-3)

EDU 441, Introduction to Audio/Visual Materials (1)

C. Instrumental Emphasis can be obtained by making the following amendments to the above program:

MUA 060, String Instruments (3 hours)

MUS 306, Orchestration (2) substituted for

MUS 308, Arranging

MUS 302, Conducting (2) substituted for

MUS 301, Conducting

MUS 723, Materials and Methods -

Instrumental (2) substituted for MUS 722

#### IV. Physical Education (K-12)

A. All college requirements for graduation

1. General Education requirements include:

PSY 210, Developmental Psychology (3) or

PSY 310, Psychology of Children and Adolescents

SOC 335, American Ethnic Relations (3)

2. Physical Education Licensure Requirements

Core Curriculum

HED 100, Contemporary Health Issues (2)

HED 200, First Aid (2)

BIO 322, Human Anatomy and Physiology (3)

BIO 342, Human Anatomy and Physiology Lab (1)

DAN 250, Movement Fundamentals (2)

ESS 200, Foundations of Physical Education, Sport and Fitness (3)

ESS 255 Lifespan Motor Development (3)

ESS 300, Issues and Management of Sport and Physical Education (3)

ESS 355, Movement Concepts and Skill Development (4)

ESS 420, Assessment in Physical Education, Sport and Fitness (3)

ESS 482, Kinesiology (3)

ESS 485, Exercise Physiology (3)

ESS 486, Exercise Prescription Laboratory (1)

Those pursuing the physical education concentration must select from the following:

from PED 110, 210 or 310 or swimming proficiency (1)

from PED 141, 241 (badminton) (1)

from PED 146, 246, 346, 476 (tennis) (1)

from PED 120 and 127 (physical fitness activities) (1)

CIS modules, 3 approved by department

Licensure Concentration

Skill Acquisition — three additional

Physical Education/Dance Activity electives *approved by the department including:*

PED 152, Folk and Square Dance (1)

PED 161, 162, 163, 164 (select two *different* team sports) (1)

ESS 210, Selected Sports Activities (1)

ESS 215, Outdoor Leisure Pursuits (1)

Teaching Physical Education

ESS 743, Teaching Physical Education in the Elementary School for the Physical Educator (3)

ESS 745, Teaching Physical Education in the Middle and Secondary School (3)

ESS 746, Teaching Physical Education for Individuals with Special Needs (3)

Professional Education

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 438, Field Experiences (1)

EDU 441, Introduction to Audio/visual (1)

EDU 471, Reading in the Content Areas (1)

EDU 439, Observation and Directed Teaching (6)

#### V. Theatre (K-12)

A. All college requirements for graduation

1. General Education requirements include:

PSY 210 or 310, Developmental

Psychology (3)

PSY 312, Psychology of Exceptional Individuals (3)

SOC 335, American Ethnic Relations (3)

B. Theatre Licensure Requirements (K-12)

THE 114, Introduction to Theatre (3)

SPE 150, Voice & Articulation (3)

THE 214, Creative Dramatics (3)

THE 224, Basic Acting (3)

THE 130, Performance Practicum (1)

THE 137, Stage Management Practicum (1)

THE 141, Publicity Practicum (1)

THE 245, Stagecraft (3)

THE 246, Lighting & Sound (3)

THE 247, Costume & Makeup (3)

SPE 250, Introduction to Video Production (2)

THE 316, 317, History (6)

THE 320, Puppetry (3)

THE 350, Modern Drama (3) or

ENG 355 or 356 Shakespeare (3)

THE 425, Directing (3)

THE 496, Seminar in Musical Theatre (3)

THE 490, Project: area of specialization (3)

#### C. Professional Studies

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 467, The Secondary School (3)

EDU 471, Reading in the Content Area (1)

EDU 441, Introduction to Audio-Visual  
Materials (1)

EDU 255, Literature in Elementary School (2)

THE 735, Methods of Teaching Theatre K-12 (3)

EDU 438, Field Experiences: Middle and  
Secondary (1)

EDU 439, Observation and Directed Teaching (6)

#### VI. French, Spanish (K-12)

##### A. All College requirements for graduation

##### 1. General Education requirements to include:

PSY 210 or 310\*, Developmental

Psychology (3)

PSY 312\*, Psychology of Exceptional  
Individuals (3)

SOC 335\*, American Ethnic Relations (3)

##### 2. Major study requirements

##### B. Required Specialty Courses

In order to meet the State guidelines for certification  
in French and/or Spanish, the following courses of  
study have been established for French and Spanish.

Thirty-two credit hours are required to receive a  
B.A. degree in French and/ or Spanish.

##### *French*

FRE 205, Intermediate French I, and

FRE 206, Intermediate French II

FRE 304, French Civilization

FRE 305, Phonetics and Phonology

FRE 306, Advanced Grammar, Composition  
and Linguistics

FRE 307, Advanced Conversation

FRE 364, Discoveries in French Literature I

FRE 365, Discoveries in French Literature II

FRE 350, Seminar (2 semesters)

The remaining six credit hours may be  
chosen from:

FRE 301, Business French

FRE 308, Francophone Literature

FRE 309, French Women Writers

FRE 300, Life and Study Abroad (Study in a country  
of the target language is highly recommended;  
credit hours are usually counted as elective.)

##### *Spanish*

SPA 205, Intermediate Spanish I, and

SPA 206, Intermediate Spanish II

SPA 303, Civilization of Spain, or:

SPA 304, Spanish American Civilization

SPA 305, Phonetics and Phonology

SPA 306, Advanced Grammar, Composition and  
Linguistics

SPA 307, Advanced Conversation

SPA 308, Readings in Hispanic Literature

SPA 350, Seminar (2 semesters)

SPA 351, The Development of Poetry

SPA 352, The Development of Theater

SPA 353, The Development of Short Fiction

SPA 354, The Development of Long Narrative in  
Spanish Literature

SPA 300, Life and Study Abroad (Study in a  
country of the target language is highly recom-  
mended; credit hours are usually counted  
as elective.)

900 level courses in French and Spanish can be  
substituted for 300 level courses. Substitutions  
for required literature courses are also possible.  
See department head for information and  
approval.

##### C. Professional Education Requirements

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

FL 763, Elementary and Middle School Language  
Methods (2)

FL 764, Secondary Language Methods (2)

EDU 438, Field Experience (1)

EDU 441, Introduction to Audio/Visual  
Materials (1)

EDU 466, Preadolescent, Adolescent Behavior (3)

EDU 467, The Secondary School (3)

EDU 471, Reading in Content Areas (1)

EDU 439, Observation and Directed Teaching (6)

#### VII. Birth through Kindergarten Teacher Education program

Students who expect to obtain an initial North  
Carolina license to teach children from birth  
through kindergarten must meet both the course  
and minimum semester hour requirements listed  
below.

##### A. General Education Requirements

##### 1. The general education requirements of the

## College

2. Within the general education requirements of the College, the following specific requirements:

Social and Behavior Sciences.....(9)  
 PSY 210 Developmental Psychology (3) or  
 PSY 310 Child and Adolescent Psychology  
 (3)  
 PSY 312 The Psychology of Exceptional  
 Individuals (3) (Prerequisite: PSY 100)  
 SOC 335 Race and Ethnic Relations (3)

Mathematics .....(3)\*  
 MAT 245 Statistics I (3)\* Teachers seeking  
 BK licensure have a choice of two statistics  
 courses. They may take this course and meet  
 their general education requirement or they  
 may take PSY 200, which does not meet  
 their general education requirement.

Health, PE, and Dance .....(2)  
 HED 200 First Aid (2)

## B. Major Study Program Requirements

## C. Professional Education Requirements for Birth through Kindergarten (BK) students

1. Professional Education, General.....(32)  
 EDU 232, Foundations of American  
 Education (3)  
 CIS Basic Computer Skills Courses (3 one-  
 hour courses)  
 CD 234 Preschool Child (3)  
 CD 334 Infant Development (3)  
 CD 336 Preschool Curriculum (4)  
 CD 340 Young Children's Learning  
 Environments (3)  
 CD 434 Infant Curriculum (4)  
 CD 438 Supporting and Strengthening  
 Families (3)  
 CD 440 Readings in Preschool Education  
 and Early Intervention (3)  
 PSY 422 Psychological Testing and  
 Evaluation (3)  
 2. Professional Education, Methods .....(15)  
 BK 341 Variations in Early Development (3)  
 BK 337 Observation of Young Children (3)  
 BK 445 Advanced Curriculum  
 Development (3)  
 BK 465 Teaming and Collaboration (3)  
 BK 475 Consultation, Supervision, and  
 Program Evaluation (3)  
 3. Professional Education, Practicum.....(7)

BK 342 Practicum (1)

BK 460 Clinical Internship: Infant/Toddler  
 (3)

BK 470 Clinical Internship:  
 Preschool/Kindergarten (3)

## —Curriculum

## EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening.

*3 hours*

## EDU 234 EDUCATIONAL PSYCHOLOGY

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time.

*3 hours*

## EDU 255 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered.

*3 hours*

## EDU 336 MATHEMATICS IN THE ELEMENTARY SCHOOL

The mathematics content of the elementary school curriculum is reviewed as students investigate strategies for teaching and assessing that content. Observations and field experiences outside of the regularly scheduled class time are periodically expected. Therefore, students will want to take this course when their schedule allows for a two-hour block of time available (preferably 10–12 or 11–1) at least one day a week. Students are most successful in this course when they have successfully completed EDU

234, Educational Psychology, and are no more than two semesters away from student teaching.

3 hours

#### **EDU 340 TEACHING IN THE ELEMENTARY SCHOOL**

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies.

3 hours

#### **EDU 342 PRESERVICE PRACTICUM**

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. Some school observations will be required within the scheduled time period. Corequisite: EDU 344.

1 hour

#### **EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL**

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required.

3 hours

#### **EDU 350 TEACHING IN THE MIDDLE SCHOOL**

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Public school observations required.

Spring

3 hours

#### **EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES**

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 35 hours in a middle school or secondary school setting will be required. BLOCK course. Pass-fail.

1 hour

#### **EDU 439 OBSERVATION AND DIRECTED TEACHING**

Designed to provide the student teaching experience at the appropriate grade level in a school setting: Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels

Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business.

Weekly seminars are arranged. Fee \$300.00. Block course. Pass-fail grading only.

6 hours

#### **EDU 440 SEMINAR IN EDUCATION**

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only.

[Can be taken prior to BLOCK upon approval of adviser]

1 hour

#### **EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS**

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Pass-fail grading only.

1 hour

#### **EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. BLOCK course.

2 hours

#### **EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. BLOCK course.

2 hours

#### **EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR**

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. BLOCK course.

3 hours

#### **EDU 467 THE SECONDARY SCHOOL**

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. BLOCK course.

3 hours

#### **EDU 471 READING IN THE CONTENT AREAS**

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties



in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. BLOCK course. Pass-fail and one hour credit or grade and three hours credit.

*1 to 3 hours*

### Methods Courses

Specific methods courses are offered for each teacher certification program. In these courses students are introduced to the methods used in their teaching field and levels.

The academic departments teach the methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

Before a student enrolls in a middle or secondary methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the Education Department Office (207 Ledford).

### Birth through Kindergarten Courses

#### BK 341 VARIATIONS IN EARLY DEVELOPMENT

An examination of biologic and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed.

*3 hours*

#### BK 342 PRACTICUM

Placements in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. This course is to be taken concurrently with CD 340 Young Children's Learning Environments and BK 341 Variations in Early Development.

*1 hour*

#### BK 337 OBSERVATION OF YOUNG CHILDREN

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques such as parent-child and child-child interactions, assessment of play, and environmental assessment will be presented.

*3 hours*

#### BK 445 ADVANCED CURRICULUM DEVELOPMENT

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development.

*3 hours*

#### BK 460 CLINICAL INTERNSHIP: INFANTS/TODDLERS

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Fee \$150.

*3 hours*

#### BK 465 TEAMING AND COLLABORATION

This seminar will introduce students to the function of interdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The roles of the professional in assessment, planning, intervention, and case management, will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multidisciplinary and transdisciplinary programs. Issues related to ethics and professional conduct will be discussed.

*3 hours*

#### BK 470 CLINICAL INTERNSHIP: PRESCHOOL/KINDERGARTEN

Supervised clinical internship in a BK preschool or kindergarten setting under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Fee \$150.

*3 hours*

#### BK 475 CONSULTATION, SUPERVISION, AND PROGRAM EVALUATION

This seminar will explore issues and topics related to collaborative consultation, such as models of consultation, principles of adult learning, the design and incorporation of therapeutic intervention into daily routines and activities, and interpersonal communication. Models of supervision, methods of program evaluation, and issues related to professional development will also be discussed.

*3 hours*

**ENGLISH**

*Professor Taylor, Acting Head; Professors English, Gilbert, Jackson, Walton, and Webb; Associate Professors Colby, Grathwohl; Assistant Professors Duncan, Johnson and Miller; Writer-in-residence Adcock; Adjuncts Britt, Cockshutt, O'Shaughnessey, Roberts, and Rosser.*

THE COURSES OFFERED BY THE DEPARTMENT OF English are designed to foster in every student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for law and business.

### — Requirements for a Major in English

Thirty-two hours in English, including 111, 201, 206, 275, 375, and a seminar.

Fifteen hours in the following areas:

- 3 in a survey course (202 or 330)
- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)
- 3 in 18th/19th Century (340, 365, 367, or 368)

3 in 20th Century (335, 345, 350, 364, or 370)

An additional 3 hours in courses numbered in the 300s or 400s.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

### — Requirements for a Minor in Professional Communications

Eighteen hours, including ART 140, SPE 225, ENG 358\*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 230, 231, 245, BUS 366, 466, 467, 468, SPE 250, 350, 360, and CIS 112, 114, 120, 131, 140, 150, and 154. Professional Communications minors must demonstrate competence in word processing and one other CIS module. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

### — Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

### — Curriculum

#### ENG 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 hours

#### ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 hours

#### \*\*[ENG 150 SPELLING]

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

1 hour

#### ENG 175 GRAMMAR

Traditional grammar, including a study of elements of sentence structure and applications to proofreading.

\* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications minor.

\*\* Bracketed courses not offered in 1999-2000.

Required for 6-9 communication skills and 9-12 English certification students.

*Spring* 1 hour

#### ENG 201 MAJOR BRITISH AUTHORS

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th-century writer, Wordsworth, Browning, and a 20th-century writer.

3 hours

#### ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201.

3 hours

#### ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

#### ENG 235 WRITING OF POETRY

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

*Fall* 3 hours

#### [ENG 236 WRITING OF FICTION]

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

*Fall* 3 hours

#### ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1990s by both American and European directors.

*Fall* 3 hours

#### ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

*Fall* 3 hours

#### ENG 247 COPY-EDITING

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing.

*Spring* 3 hours

#### ENG 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper.

1 hour

#### ENG 330 AFRICAN-AMERICAN WRITERS

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

*Spring* 3 hours

#### [ENG 335 20TH-CENTURY WORLD LITERATURE IN TRANSLATION]

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

*Fall* 3 hours

#### [ENG 340 DEVELOPMENT OF THE BRITISH NOVEL]

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others.

*Spring* 3 hours

#### ENG 345 IRISH RENAISSANCE

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

*Spring* 3 hours

#### ENG 350 MODERN DRAMA

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov and Shaw, the class will explore important twentieth century plays and conclude with contemporary pieces by such authors as Norman and Hwang. Work will include substantial reading and writing, with viewing and reviewing of performances. Cross listed as THE350

*Spring* 3 hours

#### ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.

*Fall* 3 hours

#### ENG 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

*Spring* 3 hours

**ENG 355, 356 SHAKESPEARE**

A study of selected English history plays and early comedies (355); selected tragedies, late comedies, and romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.

*Fall (ENG 355) 3 hours*

*Spring (ENG 356) 3 hours*

**[ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES]**

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisite: ENG 275 or the equivalent.

*Fall 3 hours*

**ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL**

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical proposal. A review of the principles of grammar as they apply to editing and proofreading.

*3 hours*

**ENG 359 SEMINAR IN AMERICAN LITERATURE**

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206, and ENG 275 or equivalent.

*3 hours*

**ENG 364 20TH-CENTURY POETRY IN ENGLISH**

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.

*Spring 3 hours*

**ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD**

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period.

*Fall 3 hours*

**[ENG 367 ENGLISH LITERATURE OF THE VICTORIAN PERIOD]**

A study of Victorian poetry and prose (fiction and non-fiction), with attention to the works of both men and women of the period.

*Fall 3 hours*

**ENG 368 ENGLISH LITERATURE OF THE 18TH CENTURY**

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.

*Spring 3 hours*

**ENG 370 20TH-CENTURY PROSE IN ENGLISH**

A study of 20th-century prose in the English language, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.

*Fall 3 hours*

**ENG 375 RESEARCH PROJECT**

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite: ENG 275.

*1 hour*

**ENG 475 INTRODUCTION TO LITERARY CRITICISM**

An introduction to the art of literary criticism from Aristotle to Derrida.

*Spring 1 hour*

**ENG 498 SEMINAR IN EUROPEAN LITERATURE**

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.

*Spring 3 hours*

**[ENG 505 STUDY OF LINGUISTICS]**

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

*Fall 3 hours*

**ENG 764 THE TEACHING OF ENGLISH**

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block.

*Fall 3 hours*

*Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 65. Students may elect courses through the Cooperating Raleigh Colleges.*

## FOREIGN LANGUAGES AND LITERATURES

*Professor Pitts, Head; Professors Short, Thomas, and Winz; Associate Professor Reiss; Assistant Professors Martinez-Gongora, Nitoli, Rey, and Ruiz-Ross; Adjuncts Byer, Cox, Craddock, and Holland.*

THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES OFFERS a major in French and Spanish, two years of Latin with some advanced work and three years of German. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program by:

- ensuring that students at every level acquire competence in the skills of listening, speaking, reading, and writing;
- ensuring that students gain extensive and competent undergraduate knowledge of a foreign language literature as a requirement for their major;
- ensuring that students understand the targeted foreign culture and civilization, gaining a greater appreciation of those cultures and of their own culture in order to make them more tolerant world citizens;
- helping students become productive, contributing world citizens;
- assisting and advising students and graduates to seek or continue employment which involves the use of a foreign language;
- preparing licensure candidates for effective, competent classroom teaching; and
- incorporating instructional technology into classes to help students explore the target language through the use of all available technical resources.

Minors are also available. Eighteen hours of course work above the 100 level are required. Contact the department head for more information.

### —Requirements for Majors in French and Spanish

Thirty-two (32) hours of course work above the 100 level are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, and 365 for the French major. For Spanish, they must include 303 or 304; 305, 306, and 307; and *four* of the following: 308, 351, 352, 353, or 354. Substitution for these literature courses can be made with the approval of the department head. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. French majors must also take HIS 102. Spanish majors have the option of taking either HIS 102 or HIS 200. Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs

offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

### —Advanced Study

Foreign language students who wish more advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 65.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

### —Advanced Placement

Entering students will be placed through the registrar's office at the appropriate level of a foreign language on the basis of high school units. *Students will not receive any credit if they place themselves on a lower level.* A placement test will be given during the summer and before the beginning of the semester for students who have had three years of Spanish, French, or German, but students with fewer or more years of language study may take it at their request. The registrar's office will award students six hours credit for courses "skipped" on the intermediate level (205/206) upon completion of two three-hour courses at the 300 level with a grade of C or better. The student will then have earned a total of 12 credit hours in the language she studied. The foreign language requirement can never be waived except for students whose native tongue is not English.

### —Curriculum

#### French

#### FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 103. Independent language laboratory work required per week.  
*Fall* *3 hours*

#### FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.  
*Spring* *3 hours*

**FRE 103 STRUCTURAL FRENCH**

A thorough and accelerated review of first-year French for students who had two years of high school work in the language, but who cannot qualify for FRE 205. Independent language laboratory work required per week.

*Fall* 3 hours

**FRE 205 INTERMEDIATE FRENCH I**

A review and continuation of FRE 102 or FRE 103, and gradual introduction of graded readings. Independent language laboratory work required per week. Prerequisite: FRE 102, FRE 103 or equivalent.

*Fall/Spring* 3 hours

**FRE 206 INTERMEDIATE FRENCH II**

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Independent language laboratory work required per week. Prerequisite: FRE 205 or equivalent.

*Spring* 3 hours

**FRE 301 BUSINESS FRENCH**

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

*Spring, odd-numbered years* 3 hours

**FRE 304 FRENCH CIVILIZATION**

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.

*Fall, even-numbered years* 3 hours

**FRE 305 FRENCH PHONETICS AND PHONOLOGY**

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.

*Fall* 3 hours

**FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS**

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. One hour of non-credit writing laboratory required per week. Prerequisite: FRE 205 or equivalent.

*Spring* 3 hours

**FRE 307 ADVANCED CONVERSATION**

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors.

Prerequisites: FRE 305, FRE 306.

*Fall or Spring* 3 hours

**FRE 308 FRANCOPHONE LITERATURE**

Introduction to a variety of texts from the French speaking world. Students will learn practice strategies on how to read and analyze a variety of literary genres in various media (text, film, song, artwork). Recommended as a first (introductory) literature course. Prerequisite: Intermediate level proficiency.

*Fall, even-numbered years* 3 hours

**FRE 309 FRENCH WOMEN WRITERS**

Introduction to a broad range of female authorship from the Middle Ages to the present, expanding the student's understanding of ways in which female authorship is shaped by gender as well as by historical and social aspects. Students will learn practical strategies on how to read and analyze a variety of genres. Recommended as a first (introductory) literature course. Prerequisite: Intermediate level proficiency.

*Fall, odd-numbered years* 3 hours

**FRE 364 DISCOVERIES IN FRENCH LITERATURE I**

Selected readings in French literature from the beginnings to the French Revolution with some emphasis on culture and civilization.

3 hours

**FRE 365 DISCOVERIES IN FRENCH LITERATURE II**

Selected readings in French literature from the French Revolution to the present.

3 hours

*Note: Before enrolling in a literature course, a student should normally complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200-level sequence, may be admitted to a literature course with the permission of the professor. Substitutions for required literature courses are acceptable. See department head.*

**FRE 300 LIFE AND STUDY ABROAD**

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

**FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE**

This course is offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

*1 to 3 hours*

#### **FRE 350 FRENCH SEMINAR**

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200- or 300-level course work or approval of instructor. Regular grading or pass/fail. Two semesters required of majors. May be repeated up to four times. Cannot fulfill general education language requirement.

*Fall and Spring*

*1 hour*

#### *For Licensure Only*

#### **FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS**

Offered on an alternating basis with FL 764. Students should consult the department head.

*Spring*

*2 hours*

#### **FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS**

Offered on an alternating basis with FL 763. Students should consult the department head.

*Fall*

*2 hours*

#### *Internships*

A limited number of internships for advanced students can be arranged through the department.

#### *Certificat Pratique de Français Commercial et Economique*

Meredith has been identified as a testing center for the Certificat Pratique, awarded by the Chambre de Commerce et d'Industrie de Paris. Advanced students should contact the department head for details.

*Frequently, the department offers special courses under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

\* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

### **German**

#### **GER 101 ELEMENTARY GERMAN I**

Introduction to the German language. Grammar, graded readings, and some oral emphasis. Independent language laboratory work required per week.

*Fall*

*3 hours*

#### **GER 102 ELEMENTARY GERMAN II**

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. Independent language laboratory work required per week.

*Spring*

*3 hours*

#### **GER 205 INTERMEDIATE GERMAN I**

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. Independent language laboratory work required per week. Prerequisite: GER 102 or equivalent.

*Fall*

*3 hours*

#### **GER 206 INTERMEDIATE GERMAN II**

A continuation of German 205. More advanced grammar and readings and further emphasis on the spoken language. Independent language laboratory work required per week. Prerequisite: GER 205 or equivalent.

*Spring*

*3 hours*

#### **GER 306 ADVANCED GERMAN GRAMMAR**

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in German. Prerequisite: GER 205/206 or equivalent.

*Fall/Spring*

*3 hours*

#### **GER 307 ADVANCED CONVERSATION**

Focus on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER 205, 206 or equivalent.

*Fall or Spring*

*3 hours*

#### **GER 366 ADVANCED GERMAN READING**

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 205, 206 or equivalent.

*Fall or Spring*

*3 hours*

#### **GER 300 LIFE AND STUDY ABROAD**

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

*1 to 3 hours*

#### **GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE**

This course is offered only in connection with the

department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

*Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

### Italian

#### ITA 101 ELEMENTARY ITALIAN I

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings and oral emphasis. Independent language laboratory work required per week.

Fall 3 hours

#### ITA 102 ELEMENTARY ITALIAN II

A review and continuation of ITA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.

Spring 3 hours

*Students should consult with the department head about the possibility of advanced Italian studies.*

### Latin

#### LAT 101 ELEMENTARY LATIN

A course for beginners in the fundamentals of Latin grammar. Independent computer work required per week.

Fall 3 hours

#### LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading. Independent computer work required per week.

Spring 3 hours

#### LAT 205 INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid.

Independent computer work required per week.

Fall 3 hours

#### LAT 206 INTERMEDIATE LATIN II

A continuation of Latin 205 with further emphasis on advanced readings. Independent computer work required per week.

Spring 3 hours

*Students should consult with the department head about the possibility of advanced Latin studies.*

### Spanish

#### SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 103. Independent language laboratory required per week.

Fall 3 hours

#### SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory required per week.

Spring 3 hours

#### SPA 103 STRUCTURAL SPANISH

A thorough and accelerated review of first year Spanish for students who had two years of high school work in the language, but who cannot qualify for SPA 205. Independent language laboratory required per week.

Fall/Spring 3 hours

#### SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 or SPA 103, and gradual introduction of graded readings. Independent language laboratory required per week. Prerequisite: SPA 102, SPA 103, or equivalent.

Fall and Spring 3 hours

#### SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Independent language laboratory required per week. Prerequisite: SPA 205 or equivalent.

Spring 3 hours

#### SPA 303 CIVILIZATION OF SPAIN

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page 48 of this catalog.

Fall, even-numbered years 3 hours



**SPA 304 SPANISH AMERICAN CIVILIZATION**

The historical development in the Hispanic speaking countries of the world and the impact on their culture in various fields such as art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page 48 of this catalog.

*Fall, odd-numbered years* 3 hours

**SPA 305 SPANISH PHONETICS AND PHONOLOGY**

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

*Fall* 3 hours

**SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS**

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

*Spring* 3 hours

**SPA 307 ADVANCED CONVERSATION**

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

*Fall or Spring* 3 hours

**SPA 308 READINGS IN HISPANIC LITERATURE**

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisite: Intermediate level proficiency.

*Fall* 3 hours

**SPA 351 THE DEVELOPMENT OF POETRY**

The introduction to poetic literary analysis and familiarity with poetry of Spain and Latin America is designed for students who are in the third or fourth year of college Spanish. Selections are read in chronological order, and each poem will be situated in its period and literary movement. Selections from both the epic (El Cid) and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inez de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes.

*Fall, even-numbered years* 3 hours

**SPA 352 THE DEVELOPMENT OF THEATER**

The introduction to the theater in the Spanish language

is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inez de la Cruz, Usigli, Elena Garro, and Garcia Lorca.

*Fall, odd-numbered years* 3 hours

**SPA 353 THE DEVELOPMENT OF SHORT FICTION**

The introduction to the development of short fiction in the Spanish-speaking world is designed for students who are in their third or fourth year of college Spanish, students who have completed the Reading Techniques course at Meredith, or those students who are native/near native speakers of Spanish who are interested in reading more short fiction in Spanish. Selections will be read in chronological order and each will be situated in its own historical and literary period. Selections will represent a variety of periods and styles and may include, but will not be limited to, authors of stature such as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inez de la Cruz, Ricardo Palma, Ruben Dario, José Martí, Octavio Paz, and Rosario Castellanos.

Application toward requirements: Will count as a course in literature for the Spanish major. May be used to satisfy the general education requirement of a 3-hour course in a foreign literature. Prerequisite: SPA308 or permission of the instructor.

*Spring, even-numbered years* 3 hours

**SPA 354 THE DEVELOPMENT OF LONG NARRATIVE IN SPANISH LITERATURE**

Spanish 354 will begin a chronological survey of long Spanish narratives, covering important developments in both the Peninsular as well as the Latin American narrative. Selected chapters from the proto-novel, *La Celestina*, and passages from the first authentic Western novel, Cervantes' *Don Quixote*, as well as selections from other peninsular novels will be read. Three or four novels from contemporary Spain and Latin America will also be read in their entirety. These latter works will be assigned according to theme rather than period due to the enormity of Hispanic literary production in this century. In addition to reading the works themselves, students will investigate various avenues of literary criticism. They will also have the opportunity to view part of an excellent cinematographical representation of the first six chapters of the *Quixote*. The final project of the course is a paper based upon the work(s) of a novelist of the student's

choice in which she will also use her preferred theory of literary criticism to analyze the text.

Application toward requirements: Will count as a course in literature for the Spanish major. May be used to satisfy the general education requirement of a 3-hour course in a foreign literature. Prerequisite: SPA308 or permission of the instructor.

*Spring, odd-numbered years* 3 hours

*NOTE: Before enrolling in a literature course, a student should normally complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200-level sequence may be admitted to a literature course with the permission of the professor. Substitutions for required literature courses are acceptable. See department head.*

#### **SPA 300 LIFE AND STUDY ABROAD**

Intensive study and homestay in a Spanish-speaking country. Pass/fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

*1 to 3 hours*

#### **SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE**

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

*1 to 3 hours*

#### **SPA 350 SPANISH SEMINAR**

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass/fail. May be repeated up to four times for credit. Two semesters required of

majors. Cannot fulfill general education language requirement.

*Fall and Spring* 1 hour

#### *For Licensure Only*

#### **FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS**

Offered on an alternating basis with FL 764. Students should consult the department head.

*Spring* 2 hours

#### **FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS**

Offered on an alternating basis with FL 763. Students should consult the department head.

*Fall* 2 hours

*Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.*

## HEALTH, PHYSICAL EDUCATION, AND DANCE

*Professor Chamblee, Head and Athletic Director; Associate Professors Brown, Campbell, Clancy, Colwell-Waber and Shapiro; Assistant Professor Hatchell; Instructor Belcher; Adjuncts Andrews, Bach, Beadle, Bradford, Bross, Cooper, Cornejo, Gerig, Hannah, Jackson, Marx, Mayberry, Powell, Puett, Raley, and Richard.*

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development with creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

### — Programs Offered

*The department offers programs of study leading to:*

Bachelor of Arts degree with a major in Dance, Bachelor of Science degree with a major in Exercise and Sports Science.

The Bachelor of Arts degree with a major in Dance includes a 33 credit hour core curriculum and three areas of concentration: Performance and Choreography, Private Studio Teaching, and Dance Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 40 credit hour core curriculum. Majors may select the exercise and sports science general track, or from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The department also offers minors in dance, and exercise and sports science. Students who wish to pursue special studies or contractual majors should consult with the department head.

### — General Education Program Goals

*The Health, Physical Education, and Dance curriculum is designed to:*

- provide students with opportunities to develop sufficient skills to pursue lifetime fitness, sport and dance activities,
- provide students with knowledge of and experience with safe, effective movement techniques,

- encourage students to develop a holistic attitude reflecting an appreciation of the relationship between their physical and mental well-being,
- provide students with opportunities for creative thought and expression through movement,
- provide highly skilled students with opportunities to compete, perform or further refine their skills,
- provide students with the opportunity to develop leadership skills and
- enhance students' cultural and aesthetic awareness.

### — Dance Major Program Goals

*The dance major program of study is designed to:*

- provide students with exciting, challenging, and innovative learning opportunities in the technical, creative, and theoretical aspects of dance which prepare them for professional work in the field and for continued study,
- engage students in the creative process of forming, performing, and producing dance,
- engage students in opportunities for reflection in which they connect what they learn through dance experiences to their lives and to the world in which they live,
- provide opportunities for students to experience diverse aesthetic points-of-view, modes of creation, and teaching styles through opportunities to work with guest artists,
- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning and creating,
- promote a learning environment which is concurrently supportive and challenging,
- provide ongoing assessment of student's progress and performance, and
- enhance the quality of campus and community life through the production and sponsorship of dance performances, events, and workshops.

### — Exercise and Sports Science Program Goals

*The goals of the exercise and sports science majors' program of study are to ensure:*

- understanding of content, current disciplinary concepts and tools of inquiry related to the development of a physically educated person,
- conceptual and experiential understanding of the subject matter of exercise and sport science and how this knowledge relates to diverse individuals and other disciplines,
- proficiency in varied exercise, motor, and sport skills,
- opportunities for pre-service teachers to observe, plan, teach, assess, and develop curriculum for educational

experiences at elementary, middle, and secondary levels,

- opportunities for pre-professional persons to observe, plan, assess, and develop program plans for a variety of exercise and sport science applications,
- continued realization of physical activity and sport as life-enriching and health enhancing,
- continued learning, professional development, and reflective practice in the realm of exercise and sport science, and
- understanding of the use of technology in the field of physical education and exercise and sport science.

### — *Requirements for a Major in Dance*

The requirements for a major in dance shall include fulfillment of general education requirements, the 33 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

#### **The Core Curriculum (33 credit hours)**

DAN 150, Perspectives in Dance .....	(1)
DAN 159, Movement Improvisation I .....	(2)
DAN 250, Movement Fundamentals .....	(2)
DAN 255, Movement Fundamentals Lab .....	(1)
DAN 200, Dance Appreciation .....	(3)
DAN 256, Composition I .....	(3)
DAN 359, Dance History .....	(3)
Dance Technique: Total of 10 credit hours selected from the following:	
DAN 251,351, and/or 451; Ballet II, III, and/or IV .....	(2)
DAN 253,353, and/or 453; Modern II, III, and/or IV .....	(4)
DAN 254,354, and/or 454; Jazz II, III, and/or IV .....	(1)
Techniques Electives .....	(3)
HED 282, Prevention and Care of Injuries .....	(1)
BIO 322/342, Human Anatomy and Physiology .....	(4)
<i>prerequisites: BIO 101/141, General Biology I and lab.....</i>	<i>(4)</i>
<i>BIO 102/142, General Biology II and lab .....</i>	<i>(4)</i>
ESS 482, Kinesiology .....	(3)

#### **Performance and Choreography**

The Performance and Choreography Concentration prepares the “dance artist”. The program of study provides for experiences which further train the student’s technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 33 credit

hours, the student will complete 23 credit hours specified to fulfill the concentration requirements.

### — *Requirements for a Major in Dance with a Concentration in Performance and Choreography:*

The Dance Core Curriculum .....	(33)
DAN 252, Participation in Choreographic Projects.....	(2)
DAN 258, Mind/ Body Integration .....	(2)
DAN 257, Music For Dance .....	(2)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
DAN 452, Dance Practicum in Choreography.....	(1)
DAN 452, Dance Practicum in Technical Theatre.....	(1)
DAN 455, Dance Production.....	(3)
DAN 456, Meredith Dance Theatre .....	(4)
THE 246, Lighting and Sound .....	(3)
TOTAL hours for the major.....	(56)

#### **Private Studio Teaching**

The Private Studio Teaching Concentration prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 33 credit hours, the student will complete an additional 32 credit hours which provide experiences in performance, production, business and teaching.

### — *Requirements for a Major in Dance with a Concentration in Private Studio Teaching:*

The Dance Core Curriculum .....	(33)
DAN 257, Music For Dance .....	(2)
DAN 355, Creative Arts Touring Company.....	(1)
DAN 357, Creative Arts Touring Company Assistantship .....	(1)
DAN 352, Dance Repertory.....	(2)
DAN 356, Composition II.....	(3)
DAN 452, Dance Practicum in Field Teaching in a Private Studio .....	(2)
DAN 455, Dance Production.....	(3)
DAN 761, Theory and Methods of Teaching, K-6.....	(3)
DAN 762, Theory and Methods of Teaching, 7-12 .....	(3)
BUS 110, Fundamentals of Business .....	(3)
THE 246, Lighting and Sound .....	(3)
THE 247, Costuming and Makeup.....	(3)
SPE 260, Interpersonal Communication .....	(3)
TOTAL hours for the major.....	(65)

### Dance Education

The Dance Education Concentration program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue*. In addition to the core curriculum of 33 credit hours, the student will complete 48 credit hours, including 12 hours in performance and production, and 36 in professional education classes.

#### — Requirements for a Major in Dance with a Concentration in Dance Education:

The Dance Core Curriculum .....	(33)
DAN 152, Folk & Square Dance .....	(1)
DAN 257, Music For Dance .....	(2)
DAN 355, Creative Arts Touring Company .....	(1)
DAN 357, Creative Arts Touring Company .....	(1)
Assistantship .....	(1)
DAN 352, Dance Repertory .....	(2)
DAN 356, Composition II .....	(3)
THE 246, Lighting and Sound .....	(3)
DAN 761, Theory and Methods of Teaching, K-6 .....	(3)
DAN 762, Theory and Methods of Teaching, 7-12 .....	(3)
DAN 763, Reflective Teaching .....	(3)
CIS, Computer Modules ( <i>approved in advance by program coordinator or department head</i> ) .....	(3)
EDU 232, Foundations of American Education .....	(3)
EDU 234, Educational Psychology .....	(3)
EDU 438, Field Experience .....	(1)
EDU 441, Introduction to Audio/Visual Materials .....	(1)
EDU 471, Reading in the Content Area .....	(1)
EDU 439, Observation and Directed Teaching .....	(6)
PSY 210 or 310, Developmental Psych of Children and Adolescents .....	(3)
PSY 312, Psychology of Exceptional Individuals .....	(3)
SOC 335, American Ethnic Relations .....	(3)
TOTAL hours for the major .....	(81)

#### — Requirements for a Major in Exercise and Sports Science

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 40 credit hour core curriculum in exercise and sports science listed below, and additional specified credit hours based on area of interest (general track, fitness and sports management, physical education).

### The Core Curriculum (40 credit hours)

HED 100, Contemporary Health Issues .....	(2)
HED 200, First Aid .....	(2)
BIO 322, Human Anatomy and Physiology .....	(3)
BIO 342, Human Anatomy and Physiology Lab .....	(1)
<i>pre-requisites: BIO 101/141, General Biology I and lab</i> .....	(4)*
<i>BIO 102/142, General Biology II and lab</i> .....	(4)*
ESS 200, Foundations of Physical Education, Sport and Fitness .....	(3)
ESS 255, Lifespan Motor Development .....	(3)
DAN 250, Movement Fundamentals .....	(2)
ESS 300, Issues and Management of Sport and Physical Education .....	(3)
ESS 355, Movement Concepts and Skill Development .....	(4)
ESS 420, Assessment in Physical Education, Sport and Fitness .....	(3)
ESS 482, Kinesiology .....	(3)
ESS 485, Exercise Physiology .....	(3)
ESS 486, Exercise Prescription Laboratory .....	(1)
4 additional PED/DAN activity electives beyond general education requirements* ( <i>must be taken for a grade, to be approved in advance by program coordinator or department head</i> ) .....	(4)
Those pursuing the physical education concentration must select from the following:	
from PED 110, 210 or 310 or swimming proficiency .....	(1)
from PED 141, 241 (badminton) .....	(1)
from PED 146, 246, 346, 476 (tennis) .....	(1)
from PED 120, 127 (physical fitness activities) .....	(1)

CIS—Select three computer modules (*approved in advance by program coordinator or department head*) .....

All activity courses (any courses with a PED prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.

### Exercise and Sports Science Major (General Track)

The Exercise and Sports Science major is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are

\* Fulfills General Education Requirements.

provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science.

**— Requirements for a Major in Exercise and Sports Science (General Track):**

The Exercise and Sports Science Core Curriculum ...	(40)
HED 282, Prevention and Care of Movement Injuries	(1)
ESS 210, Selected Sports Activities .....	(1)
Four additional Physical Education/Dance Activity Electives ( <i>must be taken for a grade, approved by program coordinator or department head</i> ) .....	(4)
ESS 451 Practicum in Exercise and Sport Science .....	(3)

*Select 6 hours from the following: (to be approved by the department head)*

ESS 329, Physical Fitness .....	(3)
FN 227, Nutrition .....	(3)
CHE 111/141, General Chemistry I .....	(4)
PSY 210, Developmental Psychology .....	(3)
<i>prerequisite: PSY 100, Introduction to Psychology</i>	
TOTAL hours for the Major .....	(55-56)

**Fitness and Sports Management**

The Fitness and Sports Management Concentration provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 40-hour core curriculum in exercise and sport science, the student will complete an additional 22 hours in exercise and sports science and business related courses.

**— Requirements for a Major in Exercise and Sports Science with a concentration in Fitness and Sports Management:**

The Exercise and Sports Science Core Curriculum ...	(40)
HED 282, Prevention and Care of Movement Injuries	(1)
ACC 230, Principles of Accounting I .....	(3)
BUS 346, Principles of Management .....	(3)
BUS 366, Principles of Marketing .....	(3)
BUS 384, Business Communications .....	(3)
ESS 450, Practicum in Fitness/Sports Management ...	(3)

*Select 6 hours from the following:*

ECO 211, Microeconomic Principles .....	(3)
BUS 446, Human Resource Management .....	(3)
BUS 448, Organizational Behavior .....	(3)
BUS 454, Business Law I .....	(3)

BUS 461, Consumer Behavior .....	(3)
BUS 467, Advertising and Sales Promotion .....	(3)
TOTAL hours for the major .....	(62)

**Physical Education**

The Physical Education Concentration program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; *see specific requirements in the teacher education section of this catalogue*. In addition to the core curriculum of 40 hours, the student will complete 35 credit hours, including 5 hours in skill acquisition and 30 hours in physical education methods and professional education classes.

**— Requirements for a Major in Exercise and Sports Science with a concentration in Physical Education:**

**The Exercise and Sports Science Core Curriculum (40)**

*Skill Acquisition*

Three additional Physical Education/Dance Activity Electives (3) *approved by the department including:*

PED152, Folk and Square Dance .....	(1)
from PED 161, 162, 163, 164 (select two <i>different</i> team sports) .....	(2)
ESS 210, Selected Sports Activities .....	(1)
ESS 215, Outdoor Leisure Pursuits .....	(1)

*Teaching Physical Education*

ESS 743, Teaching Physical Education in the Elementary School for the Physical Educator .....	(3)
ESS 745, Teaching Physical Education in the Middle and Secondary School .....	(3)
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12) .....	(3)

*Professional Education Courses*

PSY 210 or 310, Developmental /Psych of Children and Adolescents .....	(3)
SOC 335, American Ethnic Relations .....	(3)
EDU 232, Foundations .....	(3)
EDU 234, Educational Psychology .....	(3)
EDU 438, Field Experience .....	(1)
EDU 441, Introduction to Audiovisual .....	(1)
EDU 471, Reading in the Content Area .....	(1)
EDU 439, Observed and Directed Teaching .....	(6)
TOTAL hours for the major .....	(75)

## —Curriculum

**Theory: Health****HED 100 CONTEMPORARY HEALTH ISSUES**

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

*Fall semester* 2 hours

**HED 200 FIRST AID\***

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

*2 hours*

**HED 282 PREVENTION AND CARE OF INJURIES**

A course designed to provide instruction in the prevention and treatment of movement injuries. Course material includes an introduction to athletic training, the fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related conditions.

*Spring semester* 1 hour

**HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL**

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Includes observations and field experiences in a school setting during regular school hours.

*2 hours*

**Theory: Exercise and Sports Science/Physical Education****ESS 200 FOUNDATIONS OF PHYSICAL EDUCATION, SPORT AND FITNESS**

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of current issues, problems, ethical concerns, and future directions related to the field.

*Spring semester* 3 hours

**ESS 210 SELECTED SPORTS ACTIVITIES**

An introduction to track and field, flag football, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

*Fall, even years* 1 hour

**ESS 215 OUTDOOR LEISURE PURSUITS**

This course will provide an overview of outdoor education skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to lead and engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. (off-campus selections may require a fee).

*Fall semester, odd years* 1 hour

**ESS 255 LIFESPAN MOTOR DEVELOPMENT**

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skill acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

*Spring semester* 3 hours

**ESS 300 ISSUES AND MANAGEMENT OF SPORT AND PHYSICAL EDUCATION**

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

*Spring semester* 3 hours

**ESS 329 PHYSICAL FITNESS**

A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control, body mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.

*Spring semester (as needed)* 3 hours

**ESS 355 MOVEMENT CONCEPTS AND SKILL DEVELOPMENT**

The development of basic movement concepts, skills and strategies in sports and activities. Emphasis is placed on the integration of theoretical knowledge with mechanical and environmental factors which influence the analysis, acquisition and performance of skilled motor behavior.

\* Fulfills General Education Requirements.

\* Additional fee

Prerequisite: DAN 250, 255.

*Fall semester, even years* 4 hours

**ESS 420 ASSESSMENT IN PHYSICAL EDUCATION, SPORT AND FITNESS**

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

*Fall semester, odd years (beginning Fall '99)* 3 hours

**ESS 450 PRACTICUM IN FITNESS/SPORTS MANAGEMENT**

A supervised field experience in a sport or fitness management setting. Students will meet regularly with supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.

3 hours

**ESS 451 PRACTICUM IN EXERCISE AND SPORTS SCIENCE**

A supervised field experience in a fitness or health-related agency. Students will meet regularly with college supervisor to integrate exercise and sport science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisite: ESS 485, 486.

3 hours

**ESS 482 KINESIOLOGY**

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisite: BIO 332 and 342.

*Fall Semester, even years* 3 hours

**ESS 485 EXERCISE PHYSIOLOGY**

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and methods of physical training. Prerequisites: BIO 322, 342.

*Fall semester, odd years* 3 hours

**ESS 486 EXERCISE PRESCRIPTION LABORATORY**

This course will provide an introduction to the physio-

logical basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of individuals. Prerequisites: BIO 322, 342.

*Fall semester, odd years* 1 hour

**ESS 743 TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL FOR THE PHYSICAL EDUCATOR**

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required. Prerequisite: DAN 250.

*Fall semester, odd years* 3 hours

**ESS 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting during regular school hours. Ten hours of observation required.

2 hours

**ESS 745 TEACHING PHYSICAL EDUCATION IN THE MIDDLE AND SECONDARY SCHOOL**

A course designed to offer students experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels. Co-requisite: ESS 355

*Fall semester, even years* 3 hours

**ESS 746 TEACHING PHYSICAL EDUCATION FOR INDIVIDUALS WITH SPECIAL NEEDS (K-12)**



This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences. Prerequisite: DAN 250  
*Fall semester, odd years 3 hours*

### Theory: Dance

#### DAN 150 PERSPECTIVES IN DANCE

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

*Fall semester 1 hour*

#### DAN 200 DANCE APPRECIATION

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.

*3 hours*

#### DAN 250 MOVEMENT FUNDAMENTALS

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities.

*Fall semester 2 hours*

#### DAN 255 MOVEMENT FUNDAMENTALS LAB

This course is designed as a co-requisite to DAN 250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning.

*Fall semester 1 hour*

#### DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. Prerequisite: DAN 159

or by permission of instructor.

*Fall '00, Spring '02, Fall '03*

*3 hours*

#### DAN 257 MUSIC FOR DANCE

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

*Fall semester, even years*

*2 hours*

#### DAN 356 DANCE COMPOSITION II

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Prerequisite DAN 356.

*Fall '99, Spring '01, Fall '02*

*3 hours*

#### DAN 359 DANCE HISTORY

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked.

*Spring semester*

*3 hours*

#### DAN 452 DANCE PRACTICUM

An opportunity for students to gain practical experience in such areas as choreography, teaching, production, body work, arts administration, etc. All course specifications must be approved by the instructor prior to registration. Prerequisite for field teaching practicum:

DAN 762.

*1 to 3 hours*

#### DAN 455 DANCE PRODUCTION

A survey of theatre crafts and arts management techniques involved in dance production, including lighting design, publicity and promotion, grantsmanship, touring and time management.

*Fall semester, even years*

*3 hours*

#### DAN 761 THEORY AND METHODS OF TEACHING DANCE, K-6

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance edu-

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\* Additional fee

cation through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 250/255

*Fall '99, Spring '01, Spring '02* 3 hours

#### **DAN 762 THEORY AND METHODS OF TEACHING DANCE, 7-12**

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisite: DAN 761 or by permission of instructor.

*Spring '00, Fall '01, Spring '03* 3 hours

#### **DAN 763 REFLECTIVE TEACHING**

A course designed to provide the student with directed field experiences in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisite: DAN 761/762.

*Fall '99, Spring '02, Fall '03* 1 to 3 hours

### **Activity Classes**

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring or minoring in dance or exercise and sports science.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade.

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit. Students may repeat Physical Education and Dance activity courses at the same level only with special permission granted by the department head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass/fail grading. (See page 57 for exception.)

Bowling and ice skating are taught by professionals at off-campus facilities.

Listed below are activity courses offered on a regular basis by the department. Offerings vary from semester to semester based on student interests, facilities and faculty.

### **Physical Education Activity Courses**

#### *Aquatics*

**PED 110 Beginning Swimming\*** — A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water.

**PED 113 Synchronized Swimming I\*** — An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: PED 110 or equivalent experience.

**PED 210 Intermediate Swimming** — A course with emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills.

**PED 212 Scuba Diving\*** — A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: PED 210 or equivalent experience.

**PED 310 Swim Conditioning** — A course with emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. Prerequisite: PED 210 or equivalent experience.

**PED 311 Lifeguarding\*** — A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: 210 or equivalent experience. (2 hours)

**PED 312 Water Safety Instructor** — A course to train students to teach American Red Cross water safety courses. Prerequisite: Current certification in Lifeguard Training or Emergency Water Safety. Prerequisite: PED 210 or equivalent. (2 hours)

**PED 313 Synchronized Swimming II** — Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

#### *Physical Fitness*

**PED 120 Cross Training** — An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

**PED 121 Aerobic Dance-Cardio Funk** — A course

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\* Additional fee

designed to provide cardiovascular fitness through aerobic street dance movements.

**PED 122 Aerobic Dance-Exercise** — A course designed to provide cardiovascular fitness through aerobic dance movements.

**PED 124 Strength Training** — An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

**PED 125 Aquatic Fitness** — A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Prerequisite: must be able to swim two lengths of the pool.

**PED 126 Muscle Tone and Stretch** — An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands.

**PED 127 Conditioning** — A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to Cybex strength machines and free weights, as well as cardiovascular equipment such as bikes, skiers, climbers, treadmills and transports.

#### *Individual /DualSports*

**PED 140 Archery** — Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

**PED 141 Badminton I** — A course designed for beginners which includes instruction in basic badminton skills (grip, strokes, and serve), rules and strategies for singles and doubles play, and in-class competition.

**PED 142 Bowling I\*** — Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off-campus, transportation not provided.

**PED 143 Golf I\*** — A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology.

**PED 146 Tennis I** — A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play, and in-class competition.

**PED 148 Yoga** — This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

**PED 149 Karate I\*** — This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardio-vascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation.

**PED 150 Ice Skating\*** — Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided.

**PED 152 Folk and Square Dance** — An introduction to international folk dances, American Square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as DAN 152). *Fall, even years.*

**PED 157 Country Line Dance** — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as DAN 157)

**PED 232 Selected Sports Activities** — An introduction to track and field, flag football, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules. Some classes held off campus. *Fall, even years.*

**PED 233 Outdoor Leisure Pursuits** — This course will provide an overview of outdoor education skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. (Off-campus selections may require a fee). *Fall, odd years.*

**PED 241 Badminton II** — Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. Prerequisite: PED 141 or equivalent experience.

**PED 242 Bowling II\*** — Review of basic bowling skills and refinement of the delivery, the approach, spare coverage, plus competitive matches. Emphasis on handicapping and league bowling. Taught off-campus, transportation not provided. Prerequisite: PED 142 or equivalent experience.

**PED 243 Golf II\*** — Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and

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\* Additional fee

course management.

**PED 246 Tennis II** — Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles play and in-class competition. Prerequisite: PED 146 or equivalent experience.

**PED 249 Karate II\*** — This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and Sparring. Prerequisite: PED 149 or equivalent experience.

**PED 346 Tennis III** — Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. Prerequisite: PED 246 or equivalent.

**PED 349 Karate III\*** — This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. Prerequisite: PED 249 or equivalent experience.

#### *Team Sports*

**PED 161 Basketball** — A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

**PED 162 Soccer** — A beginning level course which includes instruction in shooting, passing, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

**PED 163 Softball** — A beginning level course which includes instruction in basic fast-pitch softball skills (hitting, fielding and base-running), basic offensive and defensive strategies, opportunity for team play. Fast-pitch experience NOT required.

**PED 164 Volleyball** — A beginning level course which includes instruction in passing, setting, hitting, and serving; basic offensive and defensive strategies; opportunities for team play.

#### *Intercollegiate Sports*

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

**PED 471 Intercollegiate Basketball** — Winter season (1 hour, Fall; 1 hour, Spring)

**PED 472 Intercollegiate Soccer** — Fall season (2 hours, Fall)

**PED 475 Intercollegiate Volleyball** — Fall season (2 hours, Fall)

**PED 476 Intercollegiate Tennis** — Fall and spring season (2 hours, Fall; 2 hours, Spring)

**PED 477 Intercollegiate Fast Pitch Softball** — Spring season (2 hours, Spring)

#### *Dance Activity Courses*

**DAN 151 Ballet I** — A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

**DAN 152 Folk and Square Dance** — An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as PED 152.) Fall, even years

**DAN 153 Modern I** — A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

**DAN 154 Jazz I** — A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

**DAN 155 African Dance** — A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning level students.

**DAN 157 Country Line Dance** — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as PED 157.)

**DAN 159 Movement Improvisation** — An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously. Spring semester (2 hours)

**DAN 251 Ballet II** — A low-intermediate level study of ballet technique. Appropriate for post-beginning students.

**DAN 252 Participation in Choreographic Projects** — This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN 356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. Prerequisite: DAN 159 or equivalent experience.

**DAN 253 Modern II** — A low-intermediate level study of modern dance technique. Appropriate for post-beginning students.

**DAN 254 Jazz II** — An low-intermediate level study of jazz dance technique. Appropriate for post-beginning students.

**DAN 258 Mind/Body Integration** — A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed. (2 hours)

**DAN 259 Improvisation II** — A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. Pre-requisite: DAN 159 or equivalent experience. (2 hours)

**DAN 351 Ballet III** — An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students.

**DAN 352 Dance Repertory** — This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Permission of instructor needed.

**DAN 353 Modern III** — An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students.

**DAN 354 Jazz III** — An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students.

**DAN 355 Creative Arts Touring Company** — This course is designed to provide student with opportunities to create, produce, and perform arts education in school settings. This focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students. Spring semester

**DAN 357 Creative Arts Touring Assistantship** — This course is designed for students who completed DAN 355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company.

Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Pre-requisite: DAN 355 or 456. Spring semester

**DAN 451 Ballet IV** — An advanced level study of ballet technique with focus of the refinement of physical and performing skill. Appropriate for upper level students.

**DAN 453 Modern IV** — An advanced level of study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students.

**DAN 454 Jazz IV** — An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students.

**DAN 456 Meredith Dance Theatre** — A performing company which encourages exploration of the creative process through student choreography, as well as, the performance of works by faculty and guest choreographers. Auditions are held the first week of classes of fall semester, and admittance into the company is for the entire year.

## HISTORY AND POLITICS

*Professor Novak, Head; Professors: Gates, Frazier, Price; Associate Professors: Happer, True-Weber; Assistant Professor: Keith; Adjuncts: Khater, Kreis, Melomo, Piazza, Vickery.*

THE DEPARTMENT OFFERS MAJORS IN HISTORY, Public History, American Civilization, International Studies, and Political Studies.

### — Goals

*The courses offered by the department are designed to develop in every student:*

- a serious acceptance of the obligations of democratic citizenship,
- an informed attitude toward the modern world in its many historical and political dimensions, and
- the ability to be objective and discerning about the ideas and institutions of other peoples and cultures.

*In addition, we provide our majors:*

- the knowledge base appropriate to the fields they have chosen,
- the necessary skills in research, analysis, and communication
- effective individual advising on personal, academic, and career concerns, and
- the programs, experiences, and opportunities that will prepare them to choose and pursue meaningful careers in the workplace or further graduate study.

### — Special Career Directions

History and Political Studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, historic sites, museums and archives, foreign service, international studies, journalism and editing, as well as numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks in vocational and professional areas.

### — Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important

contacts, and to secure employment after graduation. Consult departmental advisers for help in making a good choice among the many possibilities available in the immediate area.

### — Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Non-Western Civilization 224; and Politics 100.

### — Requirements for a Major in History

A major in History consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224 (or a specials studies course in another non-Western region). HIS 499 and HIS 334 are required of all majors. Major professors: Dr. Novak, Dr. Happer, Dr. Keith.

### — Requirements for a Major in Public History

A major in Public History consists of at least 36 hours, with a minimum of 24 hours in history, including an internship in a public history institution. Other required courses include HIS 214, 215, 300, 333, 334, 499 and 520, as well as POL 100 and 305, and ART 221 or 222. Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing. Major professors: Dr. Price, Dr. Keith.

### — Requirements for a Major in American Civilization

A major in American Civilization consists of 36 hours, with a minimum of 21 hours in American history, including 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours from European or Asian fields. Major professors: Dr. Happer, Dr. Keith.

### — Requirements for a Major in International Studies

A major in International Studies consists of 36 hours, with a minimum of 21 hours in history, including 334 and 499, and 15 hours in related fields such as busi-

ness, economics, geography, and fine arts. The major should also, if possible, include study abroad. Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language. Major professor: Dr. Novak.

### — *Requirements for a Minor in History*

The minor in History consists of 18 hours: HIS 334 and 15 additional hours chosen in consultation with the History faculty.

### — *Requirements for a Minor in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

### — *Curriculum*

#### History

#### HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750.

*Fall and Spring* 3 hours

#### HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

*Fall and Spring* 3 hours

#### HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of conquest, colonization, and independence, ending with the study of contemporary characteristics of the modern Latin American states.

*Fall, even-numbered years* 3 hours

#### HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

*Fall* 3 hours

#### HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.

*Spring* 3 hours

#### HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in China, Japan, and India.

*Spring* 3 hours

#### HIS 300 AN INTRODUCTION TO PUBLIC HISTORY

An introduction to the theoretical background of public history and its disciplines: historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

*Spring* 3 hours

#### HIS 302 ENGLISH HISTORY SINCE 1485 A.D.

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the British Islands and then across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own.

*Spring, even-numbered years* 3 hours

#### HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

3 hours

#### HIS 306 RUSSIA IN THE 20TH CENTURY

A study of the political, social and cultural development of Russia and the Russian empire across the 20th century.

*Fall, odd-numbered years* 3 hours

#### HIS 307 THE AGE OF RENAISSANCE AND REFORMATION

This course will work primarily through class discus-

sion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval towards modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds.

*Spring, odd-numbered years*

*3 hours*

### **HIS 308 TWENTIETH CENTURY EUROPE**

War, revolution, depression, more war, genocide, the threat of nuclear annihilation: this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

*Fall, even-numbered years*

*3 hours*

### **HIS 310 MODERN CHINA**

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

*3 hours*

### **HIS 313 VICTORIAN AMERICA**

A study of the cowboy west, art, literature, politics, religion, Native Americans, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

*3 hours*

### **HIS 314 COLONIAL AMERICAN HISTORY**

The colonial origins of American society, racial make-up, and Revolutionary period.

*Spring, even-numbered years*

*3 hours*

### **HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945**

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.

*Spring, even-numbered years*

*3 hours*

### **HIS 325 ASIAN CIVILIZATIONS**

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories

and rich cultural heritages.

*3 hours*

### **HIS 330 THE UNITED STATES AND THE WORLD**

A study of global issues involving the United States vis-a-vis Europe, the former Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.

*Spring, odd-numbered years*

*3 hours*

### **HIS 333 HISTORY OF THE SOUTH**

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

*Fall, odd-numbered years*

*3 hours*

### **HIS 334 METHODS OF HISTORICAL RESEARCH**

An introductory course in historical research and writing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course soon after she declares her major.

*Fall and Spring*

*3 hours*

### **HIS 499 SENIOR SEMINAR**

An advanced course in historiography that builds upon the foundations established in HIS 334 and applies historical methods to gain a fuller understanding of events in the contemporary world. Each student will also prepare and present a senior project that reflects her individual training, interests and career direction. This course is required of all majors. Those students who write honors theses should do so in conjunction with this course.

*Fall and Spring*

*3 hours*

### **HIS 520 HISTORY OF NORTH CAROLINA**

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

*Fall, even-numbered years*

*3 hours*

### **HIS 764 THE TEACHING OF SOCIAL STUDIES**

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

*Spring*

*3 hours*

### **COMMUNITY INTERNSHIP**

Each major should consult her departmental adviser to arrange an appropriate internship experience, usually during her junior or senior year.

*1-4 hours*



## Politics

### — Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 205, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser who must approve it. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. Major professors, Drs. Frazier and True-Weber.

### — Requirements for a Minor in Political Studies

The minor in political studies consists of 18 hours: POL 100 and POL 205, and, in addition, 12 hours in politics courses in consultation with the political studies faculty.

### — Curriculum

#### POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.

*Fall and Spring* 3 hours

#### POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the former USSR, and at least one developing nation.

*Spring, even-numbered years* 3 hours

#### POL 205 POLITICAL IDEAS SEMINAR

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Prerequisite: Eng 111. Also offered as PHI 205.

*Spring* 3 hours

#### POL 210 INTERNATIONAL POLITICS

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations. Includes a participatory simulation of an international crisis.

*Fall* 3 hours

#### POL 300 LAW AND SOCIETY

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

*Spring* 3 hours

#### POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

*Fall* 3 hours

#### POL 303 CONTEMPORARY AMERICAN POLICY AND POLITICS

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

*Fall, even-numbered years* 3 hours

#### POL 305 INTRODUCTION TO PUBLIC ADMINISTRATION

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

*Spring, even-numbered years* 3 hours

#### POL 309 THE POLITICS OF THE VIETNAM WAR

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

3 hours

#### POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.

3 hours

#### POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors, normally taken in the fall of the senior year. Prerequisite: POL 205.

*Fall* 3 to 4 hours

**CAPITAL CITY SEMESTER**

The Capital City Semester is an intensive program in state government and politics. The core of the program is composed of two courses: State and Local Political Systems (POL 340) and Colloquium in North Carolina Politics (POL 341). These courses may be combined with a research project and/or an internship. The research project may be taken as an independent study or as the senior thesis (POL 334).

*Spring, odd-numbered years* 6 to 12 hours  
*May take 340 by itself. May only take 341 while taking 340.*

**POL 340 STATE AND LOCAL POLITICAL SYSTEMS**

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system of government will be examined from the viewpoint of states and localities.

*Spring, odd-numbered years* 3 hours

**POL 341 COLLOQUIUM IN NORTH CAROLINA POLITICS**

Students will apply knowledge gained in 340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics.

*Spring, odd-numbered years* 3 hours  
*May only be taken while taking POL 340*

**POL 374 SOCIAL RESEARCH PRINCIPLES**

See SOC 374 for description. Recommended for students wanting to pursue qualitative research projects.

3 hours

**POL 375 SOCIAL RESEARCH METHODS AND STATISTICS**

See SOC 375 for description.

3 hours

**COMMUNITY INTERNSHIP**

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups.

1 to 4 hours

**Legal Assistant Courses****LEG 400 LEGAL SURVEY**

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Juniors and Seniors only. Written permission from the director of Legal Assistants Program required.

*Fall and Spring*

3 hours

**LEG 401 LEGAL RESEARCH**

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400 or written permission from the Director of Legal Assistants Program required.

*Spring*

3 hours

*Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.*

*Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 65.*

## HUMAN ENVIRONMENTAL SCIENCES

*Professor Tippet, Head; Professors Ellis, Goode; Associate Professors Burpitt, Clark, and Landis; Assistant Professor Diehl-Shaffer, Galant, Munroe, Winterhoff; Adjuncts Andron, Ballard, Barish, Cook, Holliday, Morrison, Roubanis, Sibert and Taylor.*

THE DEPARTMENT USES AN INTERDISCIPLINARY approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of lives, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Clothing and Fashion Merchandising, Family and Consumer Sciences, Foods and Nutrition, and Interior Design.

The goals are that students will:

- apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society,
- synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major, and
- demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, family and consumer sciences, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools; they may complete B-K or K-6 licensure combined with a child development degree; and they may also complete a second major or minor in another department.

The nutrition concentration of the foods and nutrition major is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for Didactic Programs in Dietetics (Plan V). Graduates of this program are eligible for ADA Accredited Dietetic Internship Programs, ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for

completion of the supervised practice requirements.

The Meredith College Dietetic Internship is accredited by the American Dietetic Association. Students enrolled in the dietetic internship will acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship will enable students to take the registration examination to become registered dietitians.

The interior design program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

### — Requirements for a Major in Child Development

The child development major focuses on the physical, social emotional, and intellectual development of children, birth through age eight. It prepares students for working with children in a variety of programs including educational programs for young children, early intervention programs, and agencies serving children and their families. When combined with licensure requirements it can prepare students to teach in the public schools in either a B-K or K-6 setting. Candidates for the child development major must take 37 hours in a prescribed core and an additional four courses (12-13 hours) from a list of approved electives. Required courses are CD 234, 334, 335, 336, 340, 438, 450 (this will be waived for K-6 students), FCS 355, 499; PSY 210 or 310, 312; HED 200; SOC 330. Electives include: CD 434, 436, 440; ECO 374; FN 227; EDU 234.

### — Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 34 hours in a prescribed core and 3 to 4 additional courses in their chosen concentration.

The core consists of the following courses: CFM

115, 212, 213, 214, 315, 414, 418; FCS 499; ECO 211; and BUS 366, 467.

### Concentrations

The clothing and fashion merchandising major provides instruction in all areas of the fashion industry, from design to retailing. The merchandising concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 314 and CFM 413, BUS 346, and BUS 461. A minor in business management or marketing is strongly recommended.

The design concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, 417, 421; ART 101, 105, 106. Seniors may opt to take CFM 495 Senior Project instead of CFM 314 Retail Merchandising.

A minor of 21 hours is offered in either concentration for Clothing and Fashion Merchandising. Contact the department for details.

### — Requirements for a Major in Foods and Nutrition

The foods and nutrition major is designed for students with interests in widely varying options.

The Food Service Management Concentration is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are FN 124, 227, 327, 328, 329, 340, 425, 427, 440; FCS 355, 499; ECO 211, ACC 230; BUS 346, 366, 384, 446, 448, 467; CIS 101, 112, 120; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY. Students also earn a minor in Business Management.

The Nutrition Concentration is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 325, 327, 328, 329, 425, 426, 427, 428, 429; FCS 764, 499; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; ACC 230; BUS 346; ECO 210;

PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

### — Requirements for a Major in Interior Design

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships and in the student ASID Chapter. The interior design program is accredited by FIDER. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 248, 343, 344, 348, 443, 444, 447; CFM 418; FCS 499; ART 101, 105, 106, 107, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211, 374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105

Sophomores: ID 243, 244, 245, 246; ART 106, 248

Juniors: ID 247, 343, 344, 348; ART 221 or 222; and 107

Seniors: ID 443, 444, 447 and 448; CFM 418; FCS 499

### — Requirements for a Major in Family and Consumer Sciences

The family and consumer sciences major is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines

the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are FCS 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in the department of Human Environmental Sciences (CD, CFM, FN, ID, FCS).

### — Curriculum

#### Child Development

##### CD 234 THE PRESCHOOL CHILD

A study of the behavior and development of children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Three hours of lecture and three hours of laboratory per week.

*3 hours*

##### CD 334 INFANT DEVELOPMENT

A study of the development of children from birth to age two, with emphasis on developmental trends, appropriate environments and practice. Three hours lecture and two hours laboratory per week. Prerequisite: CD 234.

*3 hours*

##### CD 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

*3 hours*

##### CD 336 PRESCHOOL CURRICULUM

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children.

*Fall and Spring Semesters*

*4 hours*

##### CD 340 YOUNG CHILDREN'S LEARNING ENVIRONMENTS

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child

interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. Prerequisites: CD 234 and CD 334.

*3 hours*

##### CD 434 INFANT CURRICULUM

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Prerequisites: CD 234 and CD 334

*Fall Semester*

*4 hours*

##### CD 436 ADMINISTRATION OF PROGRAMS FOR YOUNG CHILDREN

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; and working with parents and governing boards. Health, safety, and nutritional concerns will also be addressed. Prerequisites: CD 234 or permission of instructor.

*3 hours*

##### CD 438 SUPPORTING AND STRENGTHENING FAMILIES

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit.

*3 hours*

##### CD 440 READINGS IN PRESCHOOL EDUCATION AND EARLY INTERVENTION

This course will trace the history of early childhood, preschool education and early special education in the U.S. A special focus will be on examining theoretically-based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classroom and special programs will offer the opportunity for a student to begin or expand her current knowledge base.

*Spring semester*

*3 hours*

**CD 450 ADVANCED PRACTICUM AND SEMINAR IN PRESCHOOL TEACHING**

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom and a member of the Child Development faculty. In addition to 150 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Prerequisites: CD 234, CD 334, CD 340 and CD 336.

*Spring Semester*

*3 hours*

**Clothing and Fashion Merchandising****CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION**

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

*3 hours*

**CFM 212 VISUAL MERCHANDISING**

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

*Fall*

*3 hours*

**CFM 213 CLOTHING AND SOCIETY**

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

*Spring*

*3 hours*

**CFM 214 APPAREL MERCHANDISING**

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

*Fall*

*3 hours*

**CFM 314 RETAIL MERCHANDISING**

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

*Spring*

*4 hours*

**CFM 315 HISTORY OF COSTUME**

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Also available as ART 315.

*Fall*

*3 hours*

**CFM 316 TAILORING**

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

*Fall, alternate years*

*3 hours*

**CFM 413 SPECIAL PROBLEMS IN RETAILING**

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisite: CFM 314.

*Spring*

*2 hours*

**CFM 414 APPAREL DESIGN DEVELOPMENT**

A study of the feasibility of apparel designs. Emphasis will be placed on scaling designs up or down, fabric and trimmings selection in relation to price determination, developing operation sheets, and collection budgeting. Application toward requirements: major, minor. Prerequisite: CFM 115, 214.

*Spring*

*2 hours*

**CFM 415 DRAPING**

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. Application toward requirements: major, minor. Prerequisite CFM 115, CFM 417 or permission from instructor. Also available as ART 415.

*Spring, alternate years (or as needed)*

*3 hours*

**CFM 417 APPAREL DESIGN**

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115. Also available as ART 417

*Fall, alternate years*

*3 hours*

**CFM 418 TEXTILES**

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

*Fall*

*3 hours*

**CFM 421 CAD APPAREL DESIGN**

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Prerequisites: CFM 115, CFM 417, computer experience.

*Fall, Alternate years*

*3 hours*

**CFM 495 SENIOR PROJECT**

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least 10 complete, original outfit designs.

*Spring**3 hours***Family and Consumer Sciences****FCS 355 FAMILY RESOURCE MANAGEMENT**

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

*3 hours***FCS 374 CONSUMER ECONOMICS**

An analysis of intelligent consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

*3 hours***Seminar****FCS 499 PROFESSIONAL SYMPOSIUM**

History, philosophy, and current trends in family and consumer sciences. Pass/fail grading only.

*Fall**1 hour***Education****FCS 764 METHODS OF TEACHING FAMILY AND CONSUMER SCIENCES**

A study of planning, implementing, and evaluating family and consumer sciences (formerly home economics) in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary family and consumer sciences education and nutrition majors. May not be counted toward a major.

*Spring**3 hours***FCS 765 FAMILY AND CONSUMER SCIENCES EDUCATION**

A survey of the curriculum for secondary family and consumer sciences education. Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA/HERO), and legislation. Includes field

experience. Required of secondary family and consumer sciences education majors.

*Fall**2 hours***FCS 930 INTERNSHIP**

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.

*1 to 3 hours***Foods and Nutrition****FN 124 PRINCIPLES OF FOOD**

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

*3 hours***FN 227 NUTRITION**

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

*3 hours***FN 325 NUTRITION DURING THE LIFE CYCLE**

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition.

Prerequisite: FN 227.

*Fall**3 hours***FN 327 INSTITUTIONAL FOODS**

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.

*Fall**3 hours***FN 328 FOOD SERVICE EQUIPMENT**

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.

*Fall**1 hour***FN 329 HOSPITALITY MANAGEMENT AND CATERING**

An introduction to the theory and application of management principles, skills, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organization. Management of human, material, and financial resources, production and service operations,

quality and marketing for a catering company. Prerequisites: FN 124, 227, 327/328.

*Spring*

*3 hours*

**FN 340 COMMERCIAL FOOD MANAGEMENT FIELD EXPERIENCE**

A minimum of 100 hours of field experience in a commercial food service operation such as industry, universities and schools, health care facilities, cafeterias or a catering company. Students will apply management theories and develop management skills by participating in management of production, purchasing, sanitation and safety, distribution, finances, and personnel. Attendance of a weekly seminar is required.

*Spring, alternate years*

*3 hours*

**FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION**

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.

*Spring*

*3 hours*

**FN 426 NUTRITIONAL ASSESSMENT**

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.

*Spring*

*3 hours*

**FN 427 EXPERIMENTAL FOOD SCIENCE**

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101,141.

*Fall*

*3 hours*

**FN 428 ADVANCED NUTRITION**

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101,102, 436; and FN 227, 325.

*Fall*

*3 hours*

**FN 429 CLINICAL DIETETICS**

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional

assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.

*Spring*

*3 hours*

**FN 440 HOSPITALITY MANAGEMENT FIELD EXPERIENCE**

A minimum of 100 hours field experience in a medium size or large scale restaurant; students will rotate with all levels of management through all stations of the restaurant participating in the management process at different levels. Attendance of a weekly seminar is required.

*Spring, alternate years*

*3 hours*

**Interior Design**

**ID 142 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS**

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

*Fall*

*3 hours*

**ID 144 INTERIOR DESIGN I**

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101. Also offered as ART 144.

*3 hours*

**ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS**

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

*3 hours*

**ID 244 INTERIOR DESIGN II**

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six studio hours per week. Also offered as ART 244.

*3 hours*

**ID 245 HOUSING ISSUES**

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cul-



tural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

*Fall* 3 hours

#### **ID 246 INTERIOR DESIGN MATERIALS**

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 hours

#### **ID 248 TECHNOLOGY APPLICATIONS FOR INTERIOR DESIGN**

Exploration of technology techniques and tools for Interior Design. Design software and Internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID 144.

3 hour

#### **ID 343 CONSTRUCTION TECHNOLOGY**

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

*Spring* 3 hours

#### **ID 344 INTERIOR DESIGN III**

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

3 hours

#### **ID 348 INTERIOR LIGHTING DESIGN**

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID 144 and 244.

*Spring* 3 hours

#### **ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN**

Course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication.

Prerequisite: Senior standing.

3 hours

#### **ID 444 INTERIOR DESIGN IV**

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

*Spring* 3 hours

#### **ID 447 CONTRACT INTERIOR DESIGN**

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors, Studio and lecture. Prerequisites: ID 144, 243, 244, 344: Six hours per week. Also offered as ART 447.

#### **ID 448 SPECIAL PROBLEMS IN INTERIOR DESIGN**

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID 248.

3 hours

*Students who wish advanced study in an area of human environmental sciences should consult with the department head and arrange for it through the special studies options listed on page 65.*

## MATHEMATICS AND COMPUTER SCIENCE

*Professor Knight, Head; Professors Bouknight, Clay, Davis, and Kraines; Associate Professor Guglielmi; Assistant Professor Rosso; Instructor Schlitz; Adjuncts Bassett, Birch, Fuller, Gregorio, Jones, Kirk, O'Hara, Schiermeier, Sloan, Smith, Stanislaw, Tomek and Watkins.*

### — Goals and Objectives

THE OBJECTIVES OF THE COURSES AND programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to acquire skill in mathematical reasoning, logical and creative thinking, and problem solving, and to gain confidence in her abilities. Students will gain an appreciation of the wide application of mathematics in the world and they will understand and apply technology appropriately as a resource in problem solving.

Through hands-on computer "modules" students learn basic knowledge and skills needed for using personal computers. The goal of these modules is to teach students how to learn computer applications through learning details of a particular package. Special topics in computing are offered in the module format in addition to the modules listed below under Computer Information Systems. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

For majors and minors in the department, we provide mathematical and computer preparation for

- careers related to mathematics and computing,
- careers in business and the professions,
- careers in secondary, middle grades, and elementary teaching,
- graduate school, and
- general living and a lifetime of continuing education.

Objectives of computer-related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software,
- the ability to learn new programming languages and software packages,
- an appreciation for the power and limitations of computing, and
- an understanding of the ethical and societal implications of the computer.

In addition, the majors in Computer Science and Computer Information Systems gives the student facility with computer theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems.

Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the department office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina. Endorsements in mathematics at these levels and endorsement in computer science at the secondary level are also available.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

### — Requirements for Majors

## CORE CURRICULUM FOR MATHEMATICS MAJORS

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement

MAT 211 Calculus I (4)

MAT 212 Calculus II (4)

MAT 220 Linear Algebra (3)

MAT 250 Mathematical Reasoning (2)

MAT 313 Calculus III (3)

TOTAL .....16

**BACHELOR OF ARTS —****Mathematics**

1. Core Curriculum (16)
  2. At least one course chosen from (3)
    - MAT 321 Modern Abstract Algebra
    - MAT 410 Advanced Calculus
    - MAT 415 Topics in Analysis
    - MAT 425 Topics in Algebra
    - MAT 434 Topics in Geometry and Topology
  3. MAT 499 Senior Seminar (3)
  4. Electives: Mathematics courses at 200 level or above (9)
- TOTAL hours required .....31
- Prerequisite hours: 3

**BACHELOR OF SCIENCE —****Mathematics**

1. Core Curriculum (16)
  2. MAT 410 Advanced Calculus (3)
  3. At least two courses chosen from (6)
    - MAT 321 Modern Abstract Algebra
    - MAT 415 Topics in Analysis
    - MAT 425 Topics in Algebra
    - MAT 434 Topics in Geometry and Topology
  4. MAT 499 Senior Seminar (3)
  5. Electives: Mathematics courses at 200 level work or above (9)
  6. CSC 201 Computer Science I with C++ (3)
  7. One of the following sequences: (8)
    - CHE 111-112 General Chemistry I and II, or
    - PHY 211-212 General Physics I and II
  8. A total of at least 12 semester hours in one of the following related areas: (4-12)
    - Biology; business and economics; chemistry and physics; or computer science (this includes required courses above)
- TOTAL hours required .....52-60
- Prerequisite hours: 3

**BACHELOR OF SCIENCE —****Computer Information Systems**

1. Computer Science Courses
    - CSC 201 Computer Science with C++ (3)
    - CSC 203 Foundations of Computer Science (3)
    - CSC 212 Computer Science II: Advanced Programming with C++ (3)
    - CSC/MAT 262 Discrete Mathematics (3)
    - CSC 301 Data Structures and Algorithms (3)
    - CSC 420 Computer Science Seminar (1)
- TOTAL .....16

2. Computer Information Systems Courses
  - Prerequisite: CIS 101 and CIS 112; or ICCT (0-2)
  - CIS/BUS 120 Spreadsheets (1)
  - Two additional 100-level CIS electives (2)
  - CIS/CSC 312 Information Systems Management (3)
  - CIS/CSC 315 Database Theory and Design (3)
  - CIS 370 Ethics and Information Technology (1)
  - CIS/CSC 407 Software Engineering (3)
  - CIS 412 Systems Analysis and Design (3)
  - Elective: Computer Science or Computer Information Systems courses at 200 level or above (3)

TOTAL .....19-21

3. Mathematics Courses
    - MAT 120, MAT 141, MAT 144, or placement.
    - MAT 245, Statistics (3)
- TOTAL .....6
4. Business and Economics Courses
    - ACC 230 Accounting I (3)
    - ACC 231 Accounting II (3)
    - BUS 346 Management (3)
    - BUS 366 Marketing (3)
    - BUS 490 Corporation Finance (3)
    - ECO 211 Microeconomics (3)
- TOTAL .....18
5. Cooperative Education or Internship
    - COE 302 Cooperative Education (1-4)
    - COE 403 Cooperative Education (1-4)
    - CSC 930 Internship (1-4)
    - Minimum of 4
- TOTAL hours required .....63-65
- Prerequisite hours: 0-2

**BACHELOR OF SCIENCE —****Computer Science**

1. Computer Science Courses
  - Prerequisite: CIS 101 and CIS 112; or ICCT (0-2)
  - CSC 201 Computer Science I with C++ (3)
  - CSC 203 Foundations of Computer Science (3)
  - CSC 212 Computer Science II: Advanced Programming in C++ (3)
  - CSC/ MAT 262 Discrete Mathematics (3)
  - CSC 301 Data Structures and Algorithms (3)
  - CSC 311 Computer Organization (3)
  - CSC/CIS 315 Database Theory and Design (3)
  - CSC/MAT 360 Numerical Analysis (3)
  - CSC/CIS 407 Software Engineering (3)
  - CSC 420 Computer Science Seminar (1)
  - CSC 430 Operating Systems (3)

Electives: any Computer Science course at 300 level or above (3)

TOTAL.....34-36

2. Mathematics Courses

MAT 144 or MAT 141 and MAT 143 or placement (3)

MAT 211 Calculus I (4)

MAT 212 Calculus II (4)

MAT 220 Linear Algebra (3)

MAT 245 Statistics I (3)

TOTAL.....17

3. Science Courses

PHY 211/241 General Physics I and Lab (4)

PHY 212/242 General Physics II and Lab (4)

TOTAL.....8

4. Cooperative Education or Internship

COE 302 Cooperative Education (1-4)

COE 403 Cooperative Education (1-4)

CSC 930 Internship (1-4)

Total of 4

TOTAL hours required .....63-65

Prerequisite hours: 0-2

— *Licensure Requirements*

Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 120, MAT 144, or a calculus course.

Middle grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 144, 211, 245, 250 and 334. In addition, at least three hours in computer science or computer information systems are required.

Middle grades licensure in an area other than mathematics: MAT 120, MAT 144, or any calculus course.

Secondary (9-12) licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science or computer information systems are required.

Licensure endorsements are available in mathematics (6-9 or 9-12) and computer science (9-12). Requirements are available in the department office.

— *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith

mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 and MAT 144 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, MAT 211 and MAT 144 upon completion of MAT 313 with a grade of C or higher.

— *Curriculum*

**Mathematics**

**MAT 120 FINITE MATHEMATICS**

A study of numbers, sets, probability, simple and compound interest, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines.

3 hours

**MAT 130 EXPLORING WITH MATHEMATICS**

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fairness, Euler circuits, networks, sequences, population growth, descriptive statistics, symmetry, and fractals.

3 hours

**MAT 141 COLLEGE ALGEBRA**

This course, a study of the algebra of functions, is a college level mathematics course. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Application toward requirements: natural science and mathematics, licensure, elective. Credit not allowed for both MAT 141 and MAT 144.

3 hours

**MAT 143 TRIGONOMETRY**

Analytic trigonometry with applications. The course will stress the use of trigonometry in triangles and the application of trigonometry and similar triangles to a wide variety of applications. Students will do some hands-on projects which use trigonometry to measure objects. The theory of circular functions and the derivation of trigonometric identities will be introduced in the last third of the course. Application toward requirements: natural science and

mathematics, elective. Credit not allowed for both MAT 143 and MAT 144.

*2 hours*

#### **MAT 144 FUNCTIONS AND GRAPHS**

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

*3 hours*

#### **MAT 211 CALCULUS I**

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators and computer packages.

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement.

*4 hours*

#### **MAT 212 CALCULUS II**

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Prerequisite: MAT 211 or placement.

*4 hours*

#### **MAT 220 LINEAR ALGEBRA**

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisite: MAT 211.

*3 hours*

#### **MAT 245 STATISTICS I**

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 120 or MAT 141 or MAT 144 or equivalent level of mathematical maturity. Credit not available for both this course and SOC 375.

*3 hours*

#### **MAT 250 INTRODUCTION TO MATHEMATICAL REASONING**

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs.

(It is recommended that students take MAT 211 before taking this course.)

*2 hours*

#### **MAT 262 DISCRETE MATHEMATICS**

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC 262. Prerequisites: MAT 120 or MAT 141 or MAT 144.

*3 hours*

#### **MAT 299 HONORS MATH LAB**

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Prerequisite/Corequisite: MAT 211.

*1 hour Honors Credit*

#### **MAT 313 CALCULUS III**

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students will use a computer package. Prerequisite: MAT 212 or placement.

*3 hours*

#### **MAT 321 MODERN ABSTRACT ALGEBRA**

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisite: MAT 250.

*Fall*

*3 hours*

#### **MAT 334 MODERN COLLEGE GEOMETRY**

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four MAT courses, 200 level or above, including MAT 250.

*Fall, even-numbered years*

*3 hours*

#### **MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS**

The study of probability and statistical inference. Emphasis is placed on the theoretical development of

probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisite: MAT 212 and MAT 245.

*Fall, odd-numbered years* 3 hours

#### **MAT 345 STATISTICS II**

A continuation of MAT 245 which includes linear models (simple and multivariate), analysis of variance, and regression analysis (linear and non-linear). Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use statistical computer packages. Prerequisite: MAT 245 or equivalent.

*Spring, odd-numbered years* 3 hours

#### **MAT 348 NON-PARAMETRIC STATISTICS**

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative (nominally scaled) and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will use statistical computer packages. Prerequisite: MAT 245 or equivalent.

*Spring, even-numbered years.* 3 hours

#### **MAT 354 DIFFERENTIAL EQUATIONS**

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

*Spring, even-numbered years* 3 hours

#### **MAT 360 NUMERICAL ANALYSIS**

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC 360. Prerequisite: MAT 212.

*Fall, even-numbered years* 3 hours

#### **MAT 362 TOPICS IN DISCRETE MATHEMATICS**

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

*Spring, odd-numbered years* 3 hours

#### **MAT 410 ADVANCED CALCULUS**

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, series of functions, uniform convergence. Prerequisites: MAT 250

and MAT 313.

*Spring* 3 hours

#### **MAT 415 TOPICS IN ANALYSIS**

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

*Fall* 3 hours

#### **MAT 425 TOPICS IN ALGEBRA**

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisite: Usually MAT 250, but varies with the topic studied.

*Spring, odd-numbered years* 3 hours

#### **MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY**

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250.

*Spring, even-numbered years* 3 hours

#### **MAT 499 SENIOR SEMINAR**

Team problem solving, an individual research project, and selected readings in the discipline. The results of the research project will be presented in both written and oral forms. A satisfactory score on the Mathematics Achievement Test is required for completion of the course. Prerequisites: A knowledge of presentation graphics, senior standing.

*Fall* 3 hours

#### **MAT 764 METHODS OF TEACHING MIDDLE GRADES/SECONDARY MATHEMATICS**

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major. Prerequisite: Admission to Teacher Education Program or permission of instructor.

*Fall, odd-numbered years* 3 hours

#### **MAT 910 TOPICS IN MATHEMATICS FOR MIDDLE GRADES LICENSURE**

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades licensure with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. To arrange to take this course, contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

*1 hour*

## Computer Information Systems

(See below for Computer Science)

Courses with CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

Computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two or three class meetings per week for a four and one-half week period. They are all offered on a pass/fail basis. Evidence of proficiency in the use of Windows and word processing as measured by the Introduction to Computing & Word Processing Competency Test (ICCT) is a prerequisite for most modules and many other courses across the campus that use the computer. The ICCT is offered at regular intervals and on demand. No credit is given for taking and passing the ICCT. Information on the knowledge and skills covered by the ICCT can be obtained in the department office. Special topics in computing are offered in the module format in addition to the modules listed.

### [CIS 101 INTRODUCTION TO COMPUTING]

A basic introduction to using the PC with emphasis on a Graphical User Interface (GUI), such as Windows. An introduction to basic computer terminology; formatting and disk management; directory and file creation, use, and management will also be covered. An introduction to application software by using a wordprocessor. No prior knowledge of computers is required. Pass/fail grading.

1 hour

### [CIS 112 WORDPROCESSING]

Formatting, storage, and retrieval of text-based documents including advanced features such as tables, columns, and merges. Extensive use of microcomputer software such as WordPerfect or MS Word. Prerequisite: CIS 101 or the competency test (ICCT). Pass/fail grading.

1 hour

### CIS 114 ADVANCED WORDPROCESSING

Advanced office skills such as creating a database, sorting, and merging; advanced tables and spreadsheet features; integrating pre-drawn graphics into documents; and desktop publishing. Other topics include: hypertext, the equation editor, and other topics as determined by the interests of the students. This course includes a project. Hands-on use of software such as Microsoft Word. Prerequisite: ICCT. Pass/fail grading.

1 hour

### CIS 120 SPREADSHEETS

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn

how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel, Lotus 1-2-3, or Quattro Pro. Also offered as BUS 120. Pass/fail grading.

1 hour

### CIS 131 PRESENTATION GRAPHICS

Charting data by graphical representation and designing diagrams for presentation purposes. Extensive use of microcomputer software such as Microsoft Powerpoint. The course culminates in a project, of the student's choice, which is presented at the end of the course. Prerequisite: ICCT. Pass/fail grading.

1 hour

### CIS 140 DATABASES

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as Microsoft Access. Prerequisite: ICCT. Pass/fail grading.

1 hour

### CIS 150 EXPLORING THE INTERNET

Among the topics to be explored are: history of the Internet, "Netiquette", using e-mail and news, getting files with FTP, the World Wide Web, dialing up, downloading, uploading files, telnet and more! Prerequisites: ICCT. A Meredith College e-mail account must be obtained prior to the start of this course. Pass/fail grading.

1 hour

### CIS 154 CREATING PAGES FOR THE WORLD WIDE WEB

Students learn to create their own Web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics. Level of work: 100. Prerequisite: CIS 150. Pass/fail grading.

1 hour

### CIS 312 INFORMATION SYSTEMS MANAGEMENT

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Topics include information flow, information requirements of management, decision-making models, operations analysis and modeling

techniques, the systems design process, and systems analysis tools. Also offered as CSC 312. Prerequisite: Any CSC course, or three CIS modules.

*3 hours*

#### **CIS 315 DATABASE THEORY AND DESIGN**

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in-depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC 315. Prerequisite: CSC 301.

*Fall*

*3 hours*

#### **CIS 370 ETHICS AND INFORMATION TECHNOLOGY**

Discussion of the ethical and legal issues created by the introduction of information technology into everyday life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisite: five credit hours in CIS and/or CSC courses.

*Spring*

*1 hour*

#### **CIS 407 SOFTWARE ENGINEERING**

Introduction to principles of design, coding, and testing of software projects. The software development cycle, managing the implementation of large computer projects; programming as part of a project team. Also offered as CSC 407. Prerequisite: CSC 301.

*Spring, odd-numbered years*

*3 hours*

#### **CIS 412 SYSTEMS ANALYSIS AND DESIGN**

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisite: CIS 312.

*Fall, even-numbered years*

*3 hours*

### **Computer Science**

Of the computer science classes listed below, only CSC 201 applies to the general education requirement for six elective hours in math and natural science. Students who take CSC 201 as an elective must also complete a three-hour mathematics course to satisfy the mathematics requirement.

#### **CSC 201 COMPUTER SCIENCE I WITH C++**

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document C++ programs using techniques of good programming style. Counts as an elective in the mathematics and natural science category of the General Education requirements. (See the description of Category III C of the General Education Requirements.) Prerequisite: MAT 120 or MAT 141 or MAT 144 or ICCT.

*3 hours*

#### **CSC 203 FOUNDATIONS OF COMPUTER SCIENCE**

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of computation). Prerequisite: CSC 201.

*Spring*

*3 hours*

#### **CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN C++**

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of C++, such as structs, pointers, dynamic memory allocation, objects and classes, are studied. Prerequisite: CSC 201.

*3 hours*

#### **CSC 262 DISCRETE MATHEMATICS**

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT 262. Prerequisites: MAT 120 or MAT 141 or MAT 144.

*3 hours*

#### **CSC 301 DATA STRUCTURES AND ALGORITHMS**

Topics include the sequential and linked allocation of



lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212 and CSC/MAT 262.

*Fall* 3 hours

#### CSC 311 COMPUTER ORGANIZATION

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisite: CSC 203.

*Fall, odd-numbered years* 3 hours

#### CSC 312 INFORMATION SYSTEMS MANAGEMENT

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Topics include information flow, information requirements of management, decision-making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CIS 312. Prerequisite: Any CSC course, or three CIS modules.

*Spring* 3 hours

#### CSC 315 DATABASE THEORY AND DESIGN

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in-depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS 315. Prerequisite: CSC 301.

*Fall* 3 hours

#### CSC 360 NUMERICAL ANALYSIS

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT 360. Prerequisite: MAT 212.

*Fall, even-numbered years* 3 hours

#### CSC 407 SOFTWARE ENGINEERING

Introduction to principles of design, coding, and testing of software projects. The software development cycle,

managing the implementation of large computer projects; programming as part of a project team. Also offered as CIS 407. Prerequisite: CSC 301.

*Spring, odd-numbered years* 3 hours

#### CSC 420 COMPUTER SCIENCE SEMINAR

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers, and discussions of selected topics. Prerequisite: At least two CSC courses numbered 200 or above and junior or senior standing.

*Fall* 1 hour

#### CSC 421 TOPICS IN COMPUTER SCIENCE

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

*Spring* 3 hours

#### CSC 430 OPERATING SYSTEMS

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems. Prerequisite: CSC 301 and CSC 311.

*Spring, even-numbered years* 3 hours

*Under the auspices of Cooperating Raleigh Colleges, students in mathematics and computer science can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However with an additional year, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.*

*Students who wish advanced study and research in mathematics and computer science should consult with the department head and arrange for it through the special studies options listed on page 65.*

## MUSIC, SPEECH COMMUNICATION, AND THEATRE

Professor D. Lynch, **Head**; Professors Clyburn, Fogle, F. Page, and Vaglio; Associate Professors Creagh, C. Rodgers, and Williams; Assistant Professors Book, Caldwell, W. Rodgers; Adjuncts Allemang, Atchley, Blackledge, Brewer, Brown, Carter, Cherry, Daugherty, DeJoy, Downward, Dunson, Dyke, Eagle, Evans, Farrington, Friedli, Fuller, M. Garriss, P. Garriss, Gilmore, Halverson, Hanford, Hudson, Jolly, Lohr, McCormick, McKee, Mitchell, Morgan, Nelson, Overmier, Pittman, Partridge, Poniro, Porterfield, Randolph, Ricketts, Riva-Palacio, Robinette, Ross, Sparks, A. Stephenson, E. Stephenson, and Thomas; Accompanists Dupre, Hoskins, and Rice; Technical Supervisor and Facilities Coordinator W. Brown.

### — Purpose

THE STUDY OF MUSIC, SPEECH COMMUNICATION, and theatre at Meredith has a threefold emphasis: (1) the importance of the performing and communication arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing or communication arts; (3) involvement in the artistic life of the community.

The student who chooses to major or concentrate in the arts of performance or communication will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

### — Goals and Objectives

The objectives of the programs and courses offered by the Department of Music, Speech Communication, and Theatre are to encourage the student to:

- develop creativity,
- develop critical thinking skills,
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body,
- pursue careers in the performing arts, arts education, business and professional settings, churches,
- develop aesthetic understanding through evaluation of

important works of art related to music, speech communication, and theatre,

- gain knowledge of basic artistic and philosophical movements in history,
- gain knowledge and skills necessary to understand contributions of diverse cultures to music, communication, and theatre,
- understand the theoretical base applicable to each discipline,
- promote involvement in the artistic life of the community,
- understand and apply technology related to specific areas of music, communication, and theatre,
- understand the fundamental importance of arts education,
- accumulate the knowledge and experiences necessary to develop reflective thinking, and
- perform in public.

### — Areas of Concentration

The department offers the following programs, arranged according to discipline:

#### **Music**

- the Bachelor of Arts with a major in music,
- the Bachelor of Music with a major in performance (concentration in an instrument, voice, composition, or piano pedagogy),
- the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including North Carolina teaching licensure, grades K-12, and
- A *Certificate in Church Music*, which may be earned in conjunction with any of the undergraduate majors in music.

#### **Communication** (Speech Communication)

— See pages 163-165

- the Bachelor of Arts with a major in speech communication.

#### **Theatre** — See pages 165-168

- the Bachelor of Arts with a major in theatre,
- the Bachelor of Arts with a major in musical theatre, and
- North Carolina teaching licensure, grades K-12, in theatre.

Minors are available in music, musical theatre, speech communication, and theatre. Additional concentrations may be developed upon request of students with special

areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* with a major in performance and pedagogy is also offered. Information is available in the School of Music or in the John E. Weems Graduate School office.

## SCHOOL OF MUSIC

### — *Audition and Interview: Potential Music Majors*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

### — *Requirements for a Major in Music*

## BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

<b>Music courses</b> .....	<b>32</b>
Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253.....	4
Keyboard 140, 141, 242, 243.....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8
Seminar in Music Literature 494 .....	2
<b>Applied Music and Electives</b> .....	<b>16</b>
Minimum in applied music.....	8
Graduation Recital 491 .....	1
Electives in Music.....	7
Ensembles .....	8 semesters

*(For other B.A. programs in the department — major in speech communication, major in theatre, major in musical theatre, and teaching licensure in theatre — please see p. 163-168.)*

## BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

## Major in Performance

<b>Liberal Arts and Sciences</b> .....	42
English composition .....	3
Major British Writers .....	3
Foreign language .....	6-12
(Students will be placed at the appropriate level by the foreign languages department. Students concentrating in voice will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	
Religion .....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Sciences .....	6
A. History of Western Civilization (3)	
B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)	
Mathematics and natural sciences .....	6-7
A. Mathematics (3)	
B. Natural Science (3-4)	
Select one course from the following categories: biology, chemistry, earth science, physics	
Health and physical education .....	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences .....	1-8

## Music Courses .....

### 1. Concentration in Keyboard, Instrument, or Composition

Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8
Pedagogy 220, 322 <sup>1</sup> .....	4
Conducting 300 and 301 or 302 .....	4
Seminar in Music Literature 494 .....	2
Seminar in Theory 495 .....	2
Literature of Applied Music 314 <sup>2</sup> .....	2
Principal applied study .....	24
Secondary applied study(ies) .....	4
Junior Recital 390 .....	1

<sup>1</sup> Composition concentration: substitute Computers and Music 506 and Instrumentation 304

<sup>2</sup> Composition concentration: substitute Choral Arranging 308

<sup>3</sup> Composition concentration: 9 hours

Graduation Recital 490 .....	1
Keyboard proficiency	
Music electives <sup>3</sup> .....	8
Ensembles .....	8 semesters

### 2. Concentration in Voice

Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8
Pedagogy 220 .....	2
Phonetics 256, 257, 258 .....	3
Conducting 300, 301 .....	4
Seminar in Music Literature 494 .....	2
Seminar in Theory 495 .....	2
Literature of Applied Music 314 .....	2
Voice .....	24
Secondary applied study(ies) .....	4
Junior Recital 390 .....	1
Graduation Recital 490 .....	1
Keyboard proficiency	
Music electives .....	7
Choral ensembles .....	8 semesters

### 3. Concentration in Piano Pedagogy

Theory 100, 101, 202, 203 .....	12
Keyboard 140, 141, 242, 243 .....	4
Ear-Training 150, 151, 252, 253 .....	4
Music Literature 215 .....	2
Conducting 300 and 301 or 302 .....	4
Music History 310, 311, 312, 313 .....	8
Literature of Applied Music 314 .....	2
Principal applied study (piano) .....	22
Secondary applied study(ies) .....	4
Pedagogy 220, 321, 322, 423, 424, 425 .....	12
Lecture-recital or workshop 391 .....	1
Graduation Recital 490 .....	1
Keyboard proficiency	
Electives in music .....	6
Ensembles .....	8 semesters

## Major in Music Education

<b>Liberal Arts and Sciences</b> .....	42
English Composition .....	3
Major British Writers .....	3

<sup>4</sup> For music education majors, one semester of Marching Band at NC State University may be substituted for one activity course in physical education.

Foreign Language .....	6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)	
Religion .....	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Science .....	9
A. History of Western Civilization (3)	
B. American Ethnic Relations (SOC 335) (3)	
C. Psychology of Exceptional Individuals (PSY 312) (3)	
Mathematics and Natural Sciences .....	7
Mathematics (3)	
Natural Science (4)	
(Select from one of the following categories: biology, chemistry, earth science, physics)	
Health and Physical Education <sup>4</sup> .....	4
(Choose four activities courses or two activities courses and a two hour course in health or first aid)	
Electives in liberal arts and sciences .....	4

### **Music and Professional Education .....**

#### **Choral/General Emphasis**

Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8
Woodwind Instruments 070 .....	2
Brass and Percussion Instruments 080 .....	2
String Instruments 060 .....	2
Guitar Lab 068 .....	1
Instrumentation 304 .....	1
Choral Arranging 308 .....	2
Conducting 300, 301 .....	4
Principal applied study .....	14
Secondary applied study(ies) .....	3

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Graduation Recital 491 .....	1
Keyboard proficiency	
Ensembles .....	7 semesters

### **Music and Professional Education .....**

#### **Instrumental Emphasis**

Theory 100, 101, 202, 203 .....	12
Ear-Training 150, 151, 252, 253 .....	4
Keyboard 140, 141, 242, 243 .....	4
Music Literature 215 .....	2
Music History 310, 311, 312, 313 .....	8

Woodwind Instruments 070 .....	2
Brass and Percussion Instruments 080 .....	2
String Instruments 060 .....	3
Guitar Lab 068 .....	1
Instrumentation 304 .....	1
Orchestration 306 .....	2
Conducting 300, 302 .....	4
Principal applied study .....	14
Secondary applied study(ies) .....	2
(Secondary applied must include 1 hour of voice)	
Graduation Recital 491 .....	1
Keyboard proficiency	
Instrumental ensembles .....	7 semesters
Choral ensembles .....	2 semesters

### **Education, Methods, and Elective Courses**

Materials and Methods Elementary 720 .....	2
Materials and Methods Middle 721 .....	2
Materials and Methods Secondary 722 .....	2
(Choral/General Emphasis) or	
Materials and Methods Instrumental 723 .....	2
(Instrumental Emphasis)	
Educational Psychology 234 .....	3
Foundations of American Education 232 .....	3
Student Teaching 439 (Block) .....	6
Reading (EDU 471) (Block) .....	1
Introduction to Audio/Visual Materials (EDU 441) (Block) .....	
	1

### **— Certificate in Church Music**

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301 .....	4
Church Music 395, 396, 397 .....	6
Internship 934 .....	4
Religion .....	12

(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)

Applied Music .....	18-28
Principal applied (14-24) — Complete 300 level (Organ, voice, or piano)	
Secondary applies .....	4
At least two semesters at 100 level in two of the following (other than principal applied):	
organ, piano, voice	
Graduation Recital 490 or 491 .....	1

Ensembles must include the following experiences:

Choral ensembles (4 semesters)

Handbells (2 semesters)

Accompanying (6 semesters)

(Students whose principal applied is organ or piano)

## MASTER OF MUSIC

The Master of Music in Performance and Pedagogy emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School.

### Non-Credit Program

Through the School of Music, the department provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

### Facilities

**BUILDINGS:** Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

**EQUIPMENT:** A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs

(two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre, most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

**LIBRARY:** A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 5,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

### Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

**The Fletcher School of Performing Arts** brings internationally distinguished artists to the campus for residencies which include performances and master classes offered to students and community professionals. During 1998-1999, the Fletcher School brought acting coaches Gary Lee Briggie and Wendy Lehr, accompanist/coaches Craig Rutenberg and Margo Garrett, baritone William Stone, mezzo-soprano Judith Christin, Metropolitan Opera Company diction coach Nico Castel, violinist Nicholas Kitchen, cellist Yeesun Kim, pianist Randall Hodgkinson, and the Arman Ensemble, for residencies of several days each. In addition, the resident National Opera Company offered numerous open rehearsals and two complete opera performances.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs

per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

### — *Specific Requirements for Music Majors*

#### Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

#### Ensembles

The privilege of making music with others is essential to the development of musicianship, the opportunity to work with others under the leadership of gifted leaders, and the sense of community which is a hallmark of Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral

ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

#### Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding the sophomore conference are available in the music office, the *Handbook for Music Students*, and from faculty advisers in music.

#### Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisers in advising conferences, the sophomore/transfer conference, and exit interviews.

#### Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading. All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the *Handbook for Music Students*.

### Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

### — Curriculum: Music

All courses in music count toward humanities/fine arts general education requirements.

### Theory

#### MUS 100, 101 ELEMENTARY THEORY AND COMPOSITION

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly; at least one hour per week in the computer laboratory.

*Fall/Spring* 3 hours each semester

#### MUS 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisite: MUS 140 before MUS 141.

*Fall/Spring* 1 hour each semester

#### MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Prerequisites: students must be able to read music and to match pitch. MUS 150 before 151.

*Fall/Spring* 1 hour each semester

#### MUS 202, 203 ADVANCED THEORY AND COMPOSITION

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, 11th

chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

*Fall/Spring* 3 hours each semester

#### MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.

*Fall/Spring* 1 hour each semester

#### MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.

*Fall/Spring* 1 hour each semester

#### MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.

*Fall* 1 hour

#### MUS 306 ORCHESTRATION

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisite: MUS 304.

*Spring* 2 hours

#### MUS 308 CHORAL ARRANGING

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.

*Spring* 2 hours

#### MUS 495 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of



important composers. May be repeated for credit.  
Prerequisite: MUS 203.

*Spring* 2 hours

#### MUS 506 COMPUTERS AND MUSIC

An introduction to the world of computers and music applications to computing, including programming, flow-charting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet with specific emphasis upon musical resources.

*Fall* 2 hours

#### MUA 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

*Fall and Spring* 1 to 4 hours each semester

### History and Literature

#### MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.

*Fall/Spring* 3 hours

#### MUS 215 MUSIC LITERATURE

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

*Spring* 2 hours

#### MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS 101, MUS 215.

*Fall* 2 hours

#### MUS 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. An overview of

jazz studies and jazz theory is related to Baroque practices. Prerequisites: MUS 101, MUS 215.

*Spring* 2 hours

#### MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

*Fall* 2 hours

#### MUS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

*Spring* 2 hours

#### MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

2 hours

#### MUS 455 OPERA WORKSHOP

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester.

*Fall and spring* 2 hours

#### MUS 494 SEMINAR IN MUSIC LITERATURE

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

*Fall* 2 hours

#### MUS/THE 496 SEMINAR IN MUSICAL THEATRE

See the course description for THE/MUS 496, p. 168.

*Fall, odd-numbered years* 3 hours

**Music Education, Pedagogy, Phonetics****MUA 060 STRING INSTRUMENTS**

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

*Fall and Spring* 1 to 3 hours each semester

**MUA 070 WOODWIND TECHNIQUES**

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate methods for beginning and intermediate players are discussed and special techniques (such as muting, double-tonguing, etc.) are demonstrated.

*Spring* 2 hours credit

**MUA 080 BRASS AND PERCUSSION TECHNIQUES**

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments (tambourine, triangle, etc.) and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed.

*Fall* 2 hours credit

**MUS 220 PEDAGOGY I**

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area, as needed. Prerequisite: MUS 101, MUS 215.

*Spring* 2 hours

**MUS 321 PEDAGOGY II**

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.

*Fall* 2 hours

**MUS 322 PRACTICUM**

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

*Fall and spring* 1 hour each semester

**MUS 423 PEDAGOGY III**

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.

*Spring* 2 hours

**MUS 424 PRACTICUM**

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

*Fall and spring* 1 hour each semester

**MUS 425 SEMINAR/INTERNSHIP**

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 hours

**MUS 256, 257, 258 PHONETICS FOR SINGERS**

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, English, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature.

256: English and Italian (*Spring, odd-numbered years*)

257: French (*Fall, odd-numbered years*)

258: German (*Spring, even-numbered years*)

1 hour each semester

**MUS 300 BEGINNING CONDUCTING**

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented. Prerequisite: MUS 101.

*Fall* 2 hours

**MUS 301 CHORAL CONDUCTING AND LITERATURE**

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisite: MUS 300.

*Fall/Spring* 2 hours each semester

**MUS 302 INSTRUMENTAL CONDUCTING**

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Prerequisite: MUS 300.

*Spring, odd-numbered years* 2 hours

**MUS 503 ADVANCED CONDUCTING**

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

*2 hours*

**MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS**

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

*Fall*

*2 hours*

**MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS**

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101, 151.

*Spring*

*2 hours*

**MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS**

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

*Fall*

*2 hours*

**MUS 723 INSTRUMENTAL MATERIALS AND METHODS**

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

*Spring*

*2 hours*

**MUS 744 MUSIC IN THE ELEMENTARY SCHOOL**

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and

Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100.

*Fall/Spring*

*2 hours*

**Church Music****MUS 395 HISTORY AND LITURGIES**

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

*2 hours*

**MUS 396 HYMNOLOGY**

A study of the hymns of the Christian church, their history, and their function in worship.

*2 hours*

**MUS 397 ORGANIZATION AND ADMINISTRATION**

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

*2 hours*

**MUS 934 INTERNSHIP IN CHURCH MUSIC**

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

*1 to 2 hours per semester*

**Ensembles**

Because of the essential nature of making music with others and building a sense of community as musicians, all undergraduate music majors are required to participate in ensemble eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances are required. All music majors are strongly encouraged to

participate in additional ensembles to augment their performance experience at Meredith.

#### MUS 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

*1 hour each semester*

#### MUS 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester, except for the two semesters that they are in a choral ensemble. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, one of the following is expected for one hour of credit:

- Prepare to accompany a recital for one major;
- Accompany lessons, jury examinations, and student recital appearances for one major;
- Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or
- Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

*1 hour each semester*

#### MUS 237 INSTRUMENTAL ENSEMBLE

##### MUS 237A MEREDITH WIND ENSEMBLE

##### MUS 237B MEREDITH FLUTE ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor.

*1 hour each semester*

#### MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

*1 hour each semester*

#### MUS 239 HANDBELL CHOIR

Handbell ringers perform on and off campus in two separate ensembles (beginning and advanced) Solo and ensemble ringing opportunities. Students must be able to read music.

*1 hour each semester*

#### MUS 334 MEREDITH CHORALE

A select group of about 25 singers who represent the College on campus and on tour. By audition only.

*1 hour each semester*

#### MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos.

*1 hour each semester*

#### MUS 434 VOCAL ENSEMBLE: *ENCORE!*

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Corequisite (for voice majors only): MUS 334.

*1 hour each semester*

### Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will learn skills in improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

<i>Semester Hours Credit</i>	<i>Weekly Half- Hour Lessons</i>	<i>Weekly Practice Hours</i>
1	1	5
2	2	10
3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

### Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied

music, during the semester in which she gives the recital. An additional fee is charged.

*1 hour each semester*

#### **MUA 290 SOPHOMORE RECITAL**

#### **MUA 390 JUNIOR RECITAL**

#### **MUA 391 LECTURE-RECITAL**

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

#### **MUA 490 GRADUATION RECITAL (Performance Majors)**

A 50- 60-minute recital including music at senior (400) level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance.

#### **MUA 491 GRADUATION RECITAL (B.A. or music education)**

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music.

### **Piano**

*Professor Clyburn, Coordinator; Professor Fogle; Adjuncts Blackledge, Brown, Daugherty, Evans, Jolly, Lohr, Mitchell, Pittman, Riva-Palacio, and A. Stephenson.*

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the *Piano Handbook*.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

#### **MUA 040 BEGINNING CLASS PIANO**

Introduction to fundamentals of the keyboard. Familiar

songs, sight-reading, transposition, chords, ensemble playing.

*1 hour*

#### **MUA 041 INTERMEDIATE CLASS PIANO**

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. May be repeated for credit.

*1 hour*

#### **MUA 044 PREPARATORY PIANO**

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

#### **MUA 144 PIANO I**

J.S. Bach — Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition, composed after 1950.

#### **MUA 244 PIANO II**

J.S. Bach — A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

#### **MUA 344 PIANO III**

J.S. Bach — A prelude and fugue from WTC, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a large Romantic work; a piece or movement from the piano ensemble literature.

#### **MUA 444 PIANO IV**

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

**Organ**

*Professor D. Lynch, Coordinator; Adjuncts Cherry, Downward, and M. Lynch.*

**MUA 145 ORGAN I**

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

**MUA 245 ORGAN II**

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

**MUA 345 ORGAN III**

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.

**MUA 445 ORGAN IV**

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions; service-playing, improvisation.

**Harpichord**

**MUA HARPSICHORD 146, 246, 346, 446** Adjunct Blackledge

**Violin**

*Adjunct Professor Garriss, Coordinator of Instrumental Music; Adjuncts Atchley, Friedli, M. Garriss, Partridge, and Randolph.*

**MUA 164 VIOLIN I**

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

**MUA 264 VIOLIN II**

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

**MUA 364 VIOLIN III**

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

**MUA 464 VIOLIN IV**

Scales in thirds and octaves; etudes by Rode and Gaviniés; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

**Orchestral Instruments**

Courses are also available in the following applied studies:

**MUA VIOLA 165, 265, 365, 465**

**MUA CELLO 166, 266, 366, 466** Adjunct Hudson

**MUA DOUBLE BASS 167, 267, 367, 467** Adjunct Dyke

**MUA FLUTE 174, 274, 374, 474** Adjunct Nelson

**MUA CLARINET 175, 275, 375, 475** Adjunct Gilmore

**MUA OBOE 176, 276, 376, 476** Adjunct Newsome

**MUA SAXOPHONE 177, 277, 377, 477** Adjunct Gilmore

**MUA BASSOON 178, 278, 378, 478**

**MUA PERCUSSIONS 189, 289, 389, 489** Adjunct Overmier

**Guitar**

*Adjuncts E. Stephenson and Dunson*

**MUA 068 GUITAR CLASS**

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

*1 hour each semester*

*Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.*

**MUA 168 GUITAR I**

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani.

**MUA 268 GUITAR II**

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

**MUA 368 GUITAR III**

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

**MUA 468 GUITAR IV**

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

*Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at*

*North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.*

### Voice

*Associate Professor Williams, Coordinator, Adjuncts Carter, Farrington, Poniro, Robinette, Sparks, and Thomas; Accompanists Dupre and Hoskins*

#### MUA 050 BEGINNING CLASS VOICE

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

*Fall and spring*

*1 hour*

#### MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

#### MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

#### MUA 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

#### MUA 454 VOICE IV

Technical work continued, stressing flexibility.

Total repertory (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

### Speech Communication and Theatre

*Associate Professor Creagh, Coordinator; Associate Professor C. Rodgers, Director of Theatre; Assistant Professors Book and W. Rodgers; Adjuncts, Brewer, DeJoy, Hanford, Morgan, and Porterfield; Technical Supervisor Brown.*

### — Speech Communication

The courses in speech communication are designed to develop skills in public and interpersonal communication. Critical thinking is a focus of communication studies, primarily as it is embodied in the clear, logical, and creative expression of ideas. The communication curriculum provides the student with a detailed understanding of the way communication functions in the individual consciousness, society, culture, business, and the arts. Students of communication frequently are employed in the fields of management, marketing, public relations, telecommunications, education, and speech therapy. Presentational skills applicable to most fields of endeavor are the focus of the introductory level courses. Upper level courses provide arenas for the theoretical and ethical reflection on the uses of these practical skills.

### — Requirements for a Major

#### Major in Speech Communication

The Bachelor of Arts with a major in speech communication prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes effective communication. Speech communication is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech communication requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

<b>Required Courses</b> .....	<b>23</b>
Speech 150 (Voice and Articulation) .....	3
Speech 225 (Fundamentals of Speech) .....	3
Speech 260 (Interpersonal Communication) .....	3
Speech 326 (Oral Interpretation of Literature) .....	3
Psychology 410 (Social Psychology)* .....	3
Advanced Rhetoric (English 358, or approved equivalent)* .....	3
Speech 410 (Senior Practicum) .....	1
Speech 494 (Theories of Human Communication) ....	3
Theatre 140 (Practicum: Publicity/House Management) .....	1
<b>Related Studies</b> .....	<b>12</b>

Twelve additional hours are required in speech communication or other departmentally approved electives. The choice of electives must be approved by the student's adviser. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

Examples of approved electives include ART 140, BUS 366, BUS 384, BUS 446, BUS 448, BUS 467, ENG 245, CD 335, ENG 475, POL 301, POL 303, PHI 210, PSY 212, PSY 312, PSY 332, PSY 432, SOC 335, SPE 270, SPE 350, SPE 400.

Minors are available in speech communication. Interested speech communication majors may take courses through the Cooperating Raleigh Colleges to prepare for graduate licensure programs in speech pathology (see Coordinator for these courses\*). A number of communication internships are available in public relations, television, radio, education, and speech therapy.

Courses in speech communication may fulfill humanities-fine arts area distribution requirements.

#### **SPE 150 VOICE AND ARTICULATION**

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

*Fall/Spring*

*3 hours*

#### **SPE 225 FUNDAMENTALS OF SPEECH**

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

*Fall/Spring*

*3 hours*

#### **SPE 250 INTRODUCTION TO VIDEO PRODUCTION**

A detailed study of S-VHS editing equipment and cameras. The course will concentrate on the proper techniques used to create video messages and on the care and operation of video equipment.

A video project and two written exams are also required. Completed student projects will air on Meredith College Television, providing the students first-hand experience creating and disseminating messages via television.

*Fall/Spring*

*2 hours*

#### **SPE 260 INTERPERSONAL COMMUNICATION**

An introduction to relational and intrapersonal communication.

The student should increase her sensitivity to other cultures by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

*Fall, Spring*

*3 hours*

#### **SPE 270 AMERICAN SIGN LANGUAGE**

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language by the end of the course. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. Particularly recommended for majors interested in careers in speech pathology or public education. Prerequisite: SPE 150 or departmental permission.

*Spring*

*2 hours*

#### **SPE 326 THE ORAL INTERPRETATION OF LITERATURE**

A course designed to enable students to communicate literary language in its intellectual, emotional, and aesthetic entirety. Vocal poise, expression, and clarity are the skills used to empower students to communicate their interpretation of literary texts to an audience. Students will respond weekly in writing to literary selections. Units include prose fiction, poetry, Shakespearean drama, and literary theory. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

*Fall, Spring*

*3 hours*

#### **SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS**

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in career settings. Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

*Fall*

*3 hours*

#### **SPE 360 TELEVISION PROGRAM DESIGN**

This course teaches the student a variety of writing, directing, and editing techniques used in radio, television, video, and film. Emphasis will be on constructing messages for the television format. These scripts will include radio and television news, the informational or documentary format, and the drama. Students will study some basic directing and editing concepts for shot composition and sequencing.

*Spring*

*3 hours*

\* Students are expected to meet the requirements of prerequisite course work or admission by permission of instructors for these courses.



**SPE 400 SPECIAL TOPICS IN COMMUNICATION**

A seminar that will investigate a specific topic from a communication perspective. The course will attempt to address the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, interpersonal communication, and organizational communication. Examples of specific topics include nonverbal communication, persuasion, and mass communication. May be taken on multiple occasions when topics vary.

3 hours

**SPE 410 SENIOR THESIS**

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the major adviser. A detailed outline and annotated bibliography is required by midterm.

Fall, Spring, Summer

1 hour

**SPE 494 THEORIES OF HUMAN COMMUNICATION**

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

Fall

3 hours

**SPE 920 PROJECT: AREA OF SPECIALIZATION**

*A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).*

1 to 3 hours

**SPE 930 COMMUNITY INTERNSHIPS**

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available in speech pathology, public relations, tutoring at the N.C. Women's Correctional Institute, N.C. State Government, local television stations, as well as summer internships with major television networks, for interested and qualified applicants.

1 to 3 hours

**SPE 940 SPECIAL TOPICS**

Advanced coursework in a selected context of communication such as Persuasion or Interpersonal Communication.

**Theatre****— Requirements for a Major****1. Major in Theatre**

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or toward a focus on performance or production.

**Core.....24**

Theatre 114 (Introduction to Theatre) .....	3
Theatre 224 (Basic Acting) .....	3
Theatre 130-142 (Practica — at least three different areas) .....	3
Theatre 245 (Stagecraft) .....	3
Theatre 316, 317 (History) .....	6
English/Theatre 350 (Modern Drama) or English 355 or 356 (Shakespeare) .....	3
Theatre 490 (Project: area of specialization) .....	3

**Additional Courses.....12**

The student must select at least 12 credit hours from the following list of courses:

Speech 150 (Voice and Articulation) .....	3
Theatre 214 (Creative Dramatics) .....	3
Theatre 130-142 (Theatre Practicum) (areas of study to be determined in consultation with major adviser) .....	1-3
Theatre 246 (Lighting and Sound) .....	3
Theatre 247 (Costume and Makeup) .....	3
Theatre 324 (Intermediate Acting) .....	3
Theatre 424 (Advanced Acting) .....	3
Theatre 425 (Directing) .....	3
Theatre 496 (Seminar in Musical Theatre) .....	3
Theatre 499 (Internship) .....	1-3

Students majoring in theatre are expected to participate in departmental productions.

**2. Major in Musical Theatre**

Candidates for the Bachelor of Arts in Musical Theatre must earn 67 hours of credit, divided among music, dance, and theatre, as indicated below.

This interdisciplinary major is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre;

development to basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

Specific requirements are:

<b>Music</b> .....	<b>30</b>
MUS 100, 101, 202 (Theory) .....	9
MUS 150, 151, 252, 253 (Ear-Training) .....	4
MUS 215 (Music Literature).....	2
MUS 310, 311, 312, or 313	
(Music History — choose one) .....	2
MUA 154, 254 (Voice) .....	8
(Study in voice must continue each semester throughout the program)	

2 semesters of piano study: any combination of	
MUA 040, MUS 140, MUA 044, MUA 144 .....	2
MUS/THE 496 (Seminar in Musical Theatre) .....	3

<b>Dance</b> .....	<b>9</b>
DAN 159 (Movement Improvisation) .....	2
DAN 251, 351, or 451 (Ballet II, III, or IV) .....	1
DAN 253, 353, or 453 (Modern II, III, or IV) .....	1
DAN 254, 354, or 454 (Jazz II, III, or IV) .....	1
DAN 252 (Choreographic Projects) .....	1 or
DAN 355 (Creative Arts Touring Company) .....	1
DAN 455 (Dance Production) .....	3

*In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.*

<b>Theatre</b> .....	<b>28</b>
THE 114 (Intro to Theatre) .....	3
THE 224, 324 (Acting) .....	6
THE 245 (Stagecraft) .....	3
THE 316 (Theatre History I) .....	3
ENG/THE 350 (Modern Drama) .....	3
SPE 150 (Voice & Articulation) .....	3
THE 490 (Senior Project) .....	1
THE 499 (Internship at NCT [administrative]) .....	1
THE 133 (Practicum: Lighting) .....	1
THE 134 (Practicum: Sound) .....	1
THE 135 (Practicum: Costuming) .....	1
THE 136 (Practicum: Makeup) .....	1
THE 141 (Practicum: Publicity) .....	1

**Ensemble requirements:** 8 ensemble experiences in music, theatre, or dance ensembles. These should be distributed among the three disciplines.

### 3. Teaching Licensure in Theatre

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

*The goals of the curriculum are to insure:*

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and
- informed assessment of quality in works of theatre.

*The objectives for the curriculum are to develop theatre teachers who would help students by:*

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication, and the ability to exercise critical thinking and make decisions through theatrical experiences;
- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others;
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Minors are available in theatre and musical theatre. Theatre internships are available to qualified students in professional stock companies (primarily in the summer months).

Courses in theatre may fulfill humanities/fine arts general education requirements.

**THE 114 INTRODUCTION TO THEATRE**

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

*Fall, Spring* 3 hours

**THE 214 CREATIVE DRAMATICS**

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

*Spring* 3 hours

**THE 224, 324, 424 ACTING**

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 114 or permission of the instructor.

*Fall, Spring* 3 hours each semester

**THE 130-142 THEATRE PRACTICUM**

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

*Fall, Spring* 1 hour each section

- 130 Performance
- 131 Directing
- 132 Assistant Directing
- 133 Lighting
- 134 Sound
- 135 Costuming
- 136 Makeup

137 Stage Management

138 Scenery

139 Design

140 House Management

141 Publicity

142 Box Office

**THE 245 STAGECRAFT**

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

*Fall, even-numbered years* 3 hours

**THE 246 LIGHTING AND SOUND**

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

*Spring* 3 hours

**THE 247 COSTUME AND MAKEUP**

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. Prerequisite: THE 245 or permission of the instructor.

*Fall, odd-numbered years* 3 hours

**THE 316 HISTORY OF THEATRE—CLASSIC THROUGH ROMANTIC**

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

*Fall, even-numbered years* 3 hours

**THE 317 HISTORY OF THEATRE—MODERN THROUGH CONTEMPORARY**

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

*Spring, odd-numbered years* 3 hours

**THE 320 PUPPETRY**

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwriting, performance, and play production will be thoroughly explored. Prerequisite: THE 114 or permission of the instructor.

*Spring, even-numbered years* 3 hours

**THE 335 SCENIC DESIGN AND PAINTING**

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. Prerequisites: THE 114, THE 245, or permission of the instructor.

*Spring, odd-numbered years* 3 hours

**THE/ENG 350 MODERN DRAMA**

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov and Shaw, the class will explore important twentieth century plays and conclude with contemporary pieces by Norman and Hwang. Work will include substantial reading and writing, with viewing and reviewing of performances. Cross-listed as ENG 350.

*Spring* 3 hours

**THE 425 DIRECTING**

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 114 and permission of the instructor.

*Fall, odd-numbered years* 3 hours

**THE 490 PROJECT: AREA OF SPECIALIZATION**

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

*Fall, Spring* 1 to 3 hours

**THE/MUS 496 SEMINAR IN MUSICAL THEATRE**

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

*Fall, odd-numbered years* 3 hours

**THE 499 INTERNSHIP: AREA OF SPECIALIZATION**

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The stu-

dent will work with a theatre company or an arts organization to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.

*Fall, Spring, or Summer* 1-3 hours

**THE 735 METHODS OF TEACHING THEATRE**

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE 214.

*Fall* 3 hours

*Students who wish advanced study in music, speech communication, or theatre should consult with the department head and arrange for it through the special studies options listed on page 65. Students may elect courses through the Cooperating Raleigh Colleges.*

## PSYCHOLOGY

*Professor Huber, Head; Professors Aubrecht, Heining-Boynton, and Hornak; Associate Professors Edwards and Fairbank; Adjuncts D. Franco, Gilleland, Kraft and O'Dekirk*

THE GOAL OF THE PSYCHOLOGY DEPARTMENT is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

**PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.**

### — Requirements for a Major in Psychology

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)

Clinical (PSY 120, 320, 324, 420, 422, 424)

Experimental (PSY 330, 332, 334, 430, 432)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

*Note: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.*

### — Curriculum

#### PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception and consciousness, learn-

ing, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

3 hours

#### PSY 120 STRESS MANAGEMENT

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

1 hour

#### PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Prerequisite: CIS 101 or demonstrated competency by test.

3 hours

#### PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

3 hours

#### PSY 212 PSYCHOLOGY OF GENDER ROLES

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes.

3 hours

#### PSY 300 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Prerequisite: PSY 200. Prerequisite: CIS 112 or demonstrated competency by test.

4 hours

#### PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influ-

ence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings.

*3 hours*

**PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS**

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course.

*3 hours*

**PSY 320 ABNORMAL PSYCHOLOGY**

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

*3 hours*

**PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION**

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

*3 hours*

**PSY 330 NEUROPSYCHOLOGY**

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena.

*Fall*

*3 hours*

**PSY 332 PERCEPTION**

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

*Spring*

*3 hours*

**PSY 334 ANIMAL BEHAVIOR**

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleoanthropology, primate behavior, and behavior genetics.

*Spring*

*3 hours*

**PSY 340 COMMUNITY FIELD EXPERIENCE**

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational set-

tings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. Credit: variable, 1-3 hours. Pass/fail grading.

*Fall/Spring*

**PSY 342 AUTISM PRACTICUM**

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Laboratory and in the child's home. Credit: variable, 2-3 hours.

*Fall/Spring*

**PSY 410 SOCIAL PSYCHOLOGY**

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition.

*Spring*

*3 hours*

**PSY 420 THEORIES OF PERSONALITY**

Major contemporary theories of personality. Theories evaluated in light of research findings.

*Fall*

*3 hours*

**PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION**

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.

*Fall*

*3 hours*

**PSY 424 THEORY AND PRACTICE IN COUNSELING**

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and video-taping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this class. Junior/senior status.

*3 hours*

**PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY**

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers.

*Spring*

*3 hours*

**PSY 432 MEMORY, LANGUAGE, AND COGNITION**

A survey of the major theories and empirical findings in

the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving.

*Fall* 3 hours

#### **PSY 440 SPECIAL TOPICS IN PSYCHOLOGY**

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upperclass standing. Topics may include current trends in research and/or professional issues (e.g., multicultural counseling, environmental psychology, research in gerontology). A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement.

*Variable credit 1-3*

#### **SENIOR THESIS**

The interested and qualified student may elect to undertake a senior research project under the special studies option.

## **RELIGION AND PHILOSOPHY**

*Professor Vance, Acting Head; Professors Cochran, Page; Assistant Professor Burlein; Adjuncts Smith and McEntire.*

THE DEPARTMENT OFFERS A MAJOR IN RELIGION and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

**— The General Education Requirement in Religion (see page 48) may be completed as follows:**

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

**— Requirements for a Major in Religion**

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- Religion and society (REL 244, 248, 341, 342, 343)
- Biblical studies (REL 262, 265, 266, 268)
- Religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally-oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

### — Curriculum

#### Religion

##### REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time.

*3 hours*

##### REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

*3 hours*

##### REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

*3 hours*

##### REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

*3 hours*

##### REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

*3 hours*

##### REL 266 PAULINE LITERATURE

A study of the development of early Christian life and thought as found in the work and writings of Paul.

*3 hours*

##### REL 268 WOMEN AND THE BIBLE

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

*3 hours*

##### REL 283 WOMEN IN THE CHRISTIAN TRADITION

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

*3 hours*

##### REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike.

*3 hours*

##### REL 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

*3 hours*

##### REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

*3 hours*

##### REL 297 CONTEMPORARY RELIGIOUS ISSUES

Selected topics in religion.

*1 hour*

##### REL 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

*3 hours*

##### REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences.

*3 hours*

##### REL 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law



in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

*3 hours*

#### **REL 381 CHRISTIAN EDUCATION**

The principles and techniques of Christian leadership.

*3 hours*

#### **REL 382 HISTORY OF CHRISTIANITY**

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

*3 hours*

#### **REL 384 RELIGION IN AMERICA**

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined.

*3 hours*

#### **REL 497 SEMINAR**

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

*3 hours*

### **Philosophy**

#### **PHI 201 INTRODUCTION TO PHILOSOPHY**

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

*3 hours*

#### **PHI 205 POLITICAL IDEAS SEMINAR**

Selected readings from original sources in the area of political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors who should take it in their sophomore or junior years.) Prerequisite: ENG 111. Also offered as POL 205.

*Spring*

*3 hours*

#### **PHI 210 CRITICAL THINKING**

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and

direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

*3 hours*

#### **PHI 251 ANCIENT GREEK PHILOSOPHY**

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

*3 hours*

#### **PHI 252 MODERN PHILOSOPHY**

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

*3 hours*

#### **PHI 286 PHILOSOPHY OF RELIGION**

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

*3 hours*

*Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 65.*

*Students may elect courses through the Cooperating Raleigh Colleges.*

## SOCIOLOGY and SOCIAL WORK

*Professor Sumner, Head and Director of Social Work Program; Professor Bishop, Director of Field Instruction; Professor Zingraff, Director of Program in Sociology; Associate Professor Brown; Assistant Professor Glumm; Adjuncts Albers, Melomo, and Denning.*

THE DEPARTMENT OFFERS A MAJOR IN SOCIOLOGY and a major in social work. A Bachelor of Arts degree is conferred with each major.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through Career Services.

### Goals of the Department

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

#### Sociology Program Goals and Objectives

Courses offered by the Sociology Program are designed to encourage:

- discussion that improves interpersonal and intercultural understanding and tolerance,
- appreciation for the role of scholarship in assessment of personal ideas and social policies,
- knowledge and skills for appropriate selection and application of research methods and statistics,
- thinking skills that distinguish individual and institutional actions and outcomes,

- thinking skills that apply the dialectic to societal patterns of domination and subordination, and
- knowledge about the social foundations of rewarding and enduring communities.

#### Social Work Program Goals are

- to graduate students prepared to enter the social work profession at the beginning level of generalist practice with individuals, families, groups, organizations, and communities;
- to graduate students prepared to enter graduate studies in social work with an adequate background in foundation knowledge for successful study in advanced standing M.S.W. programs;
- to provide a curriculum based on the liberal arts perspective which includes professional foundation content (social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policies and services, social work practice, research, and field practicum.);
- to provide content of social work practice with client systems of various sizes and types. (individuals, groups, families, communities, and organizations);
- to provide content about the social context of social work practice, the nature of social change and how it affects practice, the behavior of organizations, and the dynamics of change;
- to prepare graduates who seek responsibility to continue their personal and professional growth and development;
- to provide content in its curriculum about diverse peoples including groups characterized by race, ethnicity, culture, social class, gender, sexual orientation, religion, physical and mental ability, age, and national origin;
- to provide content on social work values and ethics which is infused (in each course) throughout the curriculum;
- to provide knowledge about social and economic injustice in society and knowledge and skills for intervention to combat social and economic injustice and to combat institutionalized forms of oppression and discrimination; and
- to provide content about the dynamics and consequences of human oppression and discrimination and their impact on people of color, women, gay and lesbian persons, people of color (Native American, African American, Hispanic) the elderly, and people based on their social class, ethnicity, religion and physical or mental ability.

### — *Prerequisites for Sociology Courses:*

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

### — *Requirements for a Major or Minor in Sociology*

For a major, a minimum of 30 hours in sociology is required. Preferably by the end of the junior year, SOC 230, 374, and 375 must be completed. Preferably during the senior year, SOC 471, 472, 473, 489 and 496 must be completed. These schedule preferences favor the student's course progression and should be observed as much as possible. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

### — *Requirements for a Major in Social Work*

Liberal Arts Courses: BIO 101: SOC 230, 376; PSY 100; POL 100 (15 semester hours).

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 311, 401, 402, 403 (40 semester hours).

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional generalist social work practice.

Life and Work Experience: The program does not give credit for social work required courses for life and work experience.

Enrollment in Practice Courses and Field: Only social work majors may enroll in social work practice courses (SWK 304, SWK 305, SWK 401) and the field placement (SWK 402) and the integrative field seminar (SWK 403).

Admissions: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

### — *Requirements for a Minor in Criminal Justice Studies*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits. The remaining nine hours

must be selected from SOC 337, POL 300, POL 301, SOC 335, POL 305, and HIS 215.

### — *Requirements for a Minor in Women's Studies*

Twenty-one hours, including a community internship, may be selected from the designated catalogue courses (IDS 200, PSY 212, REL 263, REL 283, ART 324, ECO 335, SOC 330, FCS 355, SOC 232, SOC 376, SOC 430) or from approved special studies courses (e.g. HIS/History of Women, ENG/ American Women Writers, DAN/ Bodies of Knowledge, POL/ Gender Politics, FRE, GER SPA/Women's Literature, SOC Gender, Race, and Labor). The internship and any other special studies or equivalent courses must be selected in consultation with the Director of Sociology.

### — *Curriculum*

#### **Sociology**

#### **SOC 230 PRINCIPLES OF SOCIOLOGY**

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

*Fall and Spring*

*3 hours.*

#### **SOC 231 SOCIAL PROBLEMS**

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other contemporary challenges. Policies designed to address these problems are reviewed.

*3 hours*

#### **SOC 260 CULTURAL ANTHROPOLOGY**

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions and solutions to the challenges of social existence.

*3 hours*

#### **SOC 330 FAMILIES AND CHILD WELFARE**

A study of families in contemporary society with an emphasis on the needs of children, current family problems, and controversies about family forms. Topics covered include the impact of divorce, family poverty and lone parenthood, particularly as they affect children. Special emphasis will also be placed on explanation and interventions for family situations involving violence, child abuse and neglect. Diversity arising from race, ethnicity, social class and social change will be examined.

Twenty (20) hours of community work at an assigned setting will be required.

*Spring*

*3 hours*

### **SOC 332 HUMAN SEXUALITY**

The research literature on sexual interests, behaviors and relationships is reviewed as we discuss the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society.

*Spring*

*3 hours*

### **SOC 335 RACE AND ETHNIC RELATIONS**

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explained.

Prerequisites, EDU 232 or 200 level SOC.

*3 hours*

### **SOC 336 CRIMINOLOGY**

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered.

*Fall*

*3 hours*

### **SOC 337 CORRECTIONS**

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

*Alternate years; Spring*

*3 hours*

### **SOC 340 AGING AND RETIREMENT**

The physical, psychological, and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

*Alternate years, Fall*

*3 hours*

### **SOC 341 SOCIOLOGY OF RELIGION**

For description, see REL 341

*3 hours*

### **SOC 374 SOCIAL RESEARCH PRINCIPLES**

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL 374.

*Fall*

*3 hours*

### **SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS**

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Also offered as POL 375.

*Spring*

*3 hours*

### **SOC 376 OPPRESSED GROUPS AND SOCIAL JUSTICE**

This course introduces students to the dynamics and consequences of oppression. Content will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by race, ethnicity, class, gender, sexual orientation, and/or disabilities. The course will conclude with a look at strategies for social justice and movements for social change.

*Spring*

*3 hours*

### **SELECTED TOPICS IN SOCIOLOGY**

These courses encourage students to explore assorted subjects in sociology for greater depth in the field and greater readiness for advanced degree programs. Student interests and faculty availability determine which specific selections will be offered at any given time. There will be some choice from this category every semester.

*Fall and Spring*

### **SOC 430 POPULATION DYNAMICS**

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of people fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences.

*3 hours*

### **SOC 431 SOCIAL STRATIFICATION**

Explanations for social inequality are considered along with current research on class, status, and power. Both

national and international patterns of wealth and poverty are inspected to explain who gets what and why. Inequalities of households of socially structured groups and of nations receive specific treatment.

*3 hours*

#### **SOC 432 SOCIOLOGY OF ORGANIZATIONS**

This course is designed to explore local, state, national and global bureaucracies. The emphasis is on social structure, policy and change in organizational environments. Through analysis of the development and spread of large scale organizations, we understand more fully how the behavior of populations may be controlled. Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another.

*3 hours*

#### **SOC 433 SOCIOLOGY OF EDUCATION**

This course will analyze the complex mutual influences between education, social class, race, gender and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The structure of education in the United States is compared with systems in other nations for instructive policy analysis. EDU 232 may serve as prerequisite for students without a 200 level sociology course.

*3 hours*

#### **SOC 471 SOCIOLOGY SERVICE PROJECT**

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No less than 50 hours of service must be completed, along with a written report connecting the experiential lessons to central themes or theories in sociology. Prerequisite: at least 12 Soc credits. Pass/Fail Grading.

*Fall and Spring*

*1 hour*

#### **SOC 472 SOCIOLOGY LITERATURE REVIEW**

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and should be taken just prior to SOC 496. Pass/Fail Grading.

*Fall and Spring*

*1 hour*

#### **SOC 473 PROFESSIONAL DEVELOPMENTS IN SOCIOLOGY**

This seminar examines the practice of sociology as a profession, including the code of ethics, the growing emphasis on applied and clinical sociology by the national and regional professional associations, and the contributions made by sociologists to specific legislative initiatives. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are interviews, readings, and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail Grading.

*Fall and Spring*

*1 hour*

#### **SOC 489 SOCIAL THEORY**

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.

*Fall*

*3 hours*

#### **SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS**

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites, SOC 374, 375, 472.

*Spring and Fall*

*3 hours*

#### **SOC 530 HEALTH AND SOCIAL SYSTEMS**

An examination of the problems, practices, and issues found in health care systems. Topics include the social facets of health and disease, the functions of health care organizations, the relationship of health care delivery to other social organizations, the behavior of health care practitioners and consumers, social group differences in rates of illness, factors in the social environment that affect rates of illness, and the comparison of health services in the United States to other countries. Also offered as MHA 530. Prerequisite: graduate standing or permission of instructor.

*Spring*

*3 hours*

## Social Work

### SWK 241 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test their interest in social work through completion of 30 hours of volunteer work in a social welfare agency.

*Fall, Spring, and Summer*

3 hours

### SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisites, SWK 241, POL 100.

*Spring and Summer*

3 hours

### SWK 304 GENERALIST PRACTICE WITH INDIVIDUALS

An introduction to the generalist model of social work practice with an emphasis on application of a strengths-based approach to achieve planned change with individuals. The development of professional oral and written communication skills is emphasized as is developing a working understanding of professional values and ethics. Open to social work majors only. Prerequisites: SWK 241 and SWK 307 or SWK 308.

*Fall and Spring*

3 hours

### SWK 305 GENERALIST PRACTICE WITH FAMILIES

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and develop and test skills in applying generalist interventive techniques to practice with families. Consideration is given to professional values and ethics and to adaptation of techniques to facilitate work with minority and ethnic families. Open to social work majors only. Prerequisites: SWK 241, SWK 304, SWK 307, SWK 308.

*Fall and Spring*

3 hours

### SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: INFANCY THROUGH CHILDHOOD

Use of a systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of

a pluralistic society. Life cycle stages of infancy through childhood are covered. Prerequisites: SOC 230, PSY 100, BIO 101. Prerequisite or corequisite: SWK 241.

*Fall and summer of odd years*

3 hours

### SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: ADOLESCENCE THROUGH AGING

Use of a systems framework for selecting and using human development knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adolescence, adulthood, and aging are covered. Prerequisites: PSY 100, BIO 101, SOC 230: Prerequisite or corequisite: SWK 241.

*Spring and Summer of even years*

3 hours

### SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential and correlation statistics are introduced and students practice application of evaluative research principles and statistics with appropriate computer software. Values and ethics in research are also emphasized.

*Fall*

3 hours

### SWK 311 PREPARATION FOR SOCIAL WORK FIELD PLACEMENT

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skills necessary for a successful field experience will be reviewed. Students must complete a pre-placement experience in their field agency. Prerequisite: SWK 304, Corequisite, SWK 401.

*Fall and Spring*

1 hour

### SWK 401 GENERALIST PRACTICE WITH COMMUNITIES, ORGANIZATIONS AND GROUPS

The generalist model of social work practice is implemented in the context of organizations, communities, and groups. Students study organizational theory as it relates to social agencies and theories of community and forms of community practice. Group composition, process, and uses in social agency and community settings are covered. Concepts of ethical decision making are introduced and students practice consensus building and work group leadership skills. Open to social work majors only.

Prerequisites, SWK 241, SWK 307 or 308, SWK 304.

*Fall and Spring* 3 hours

#### **SWK 402 SOCIAL WORK FIELD EXPERIENCE**

A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in a qualified social agency. Open to social work majors only. Prerequisites: SWK 241, SWK 302, SWK 307, SWK 308, SWK 304, SWK 305, SWK 309, SWK 311, SWK 401. SWK 304, SWK 305, and SWK 401 must be completed with a grade no lower than a C. Also requires approval of Director of Field Education. Fee \$300.

*Fall, Spring, and Summer* 12 hours

#### **SWK 403 FIELD INSTRUCTION SEMINAR**

Students meet weekly for an integrative seminar designed to assist them in applying social work theory and ethics in social work practice settings. Students also complete an evaluation of practice research project based on their work in the field placement agency. Written assignments are required to demonstrate integration of knowledge and practice. Open to social work majors only. Corequisite: SWK 402. Also requires approval of the Director of Field Education.

*Fall, Spring, and Summer* 3 hours

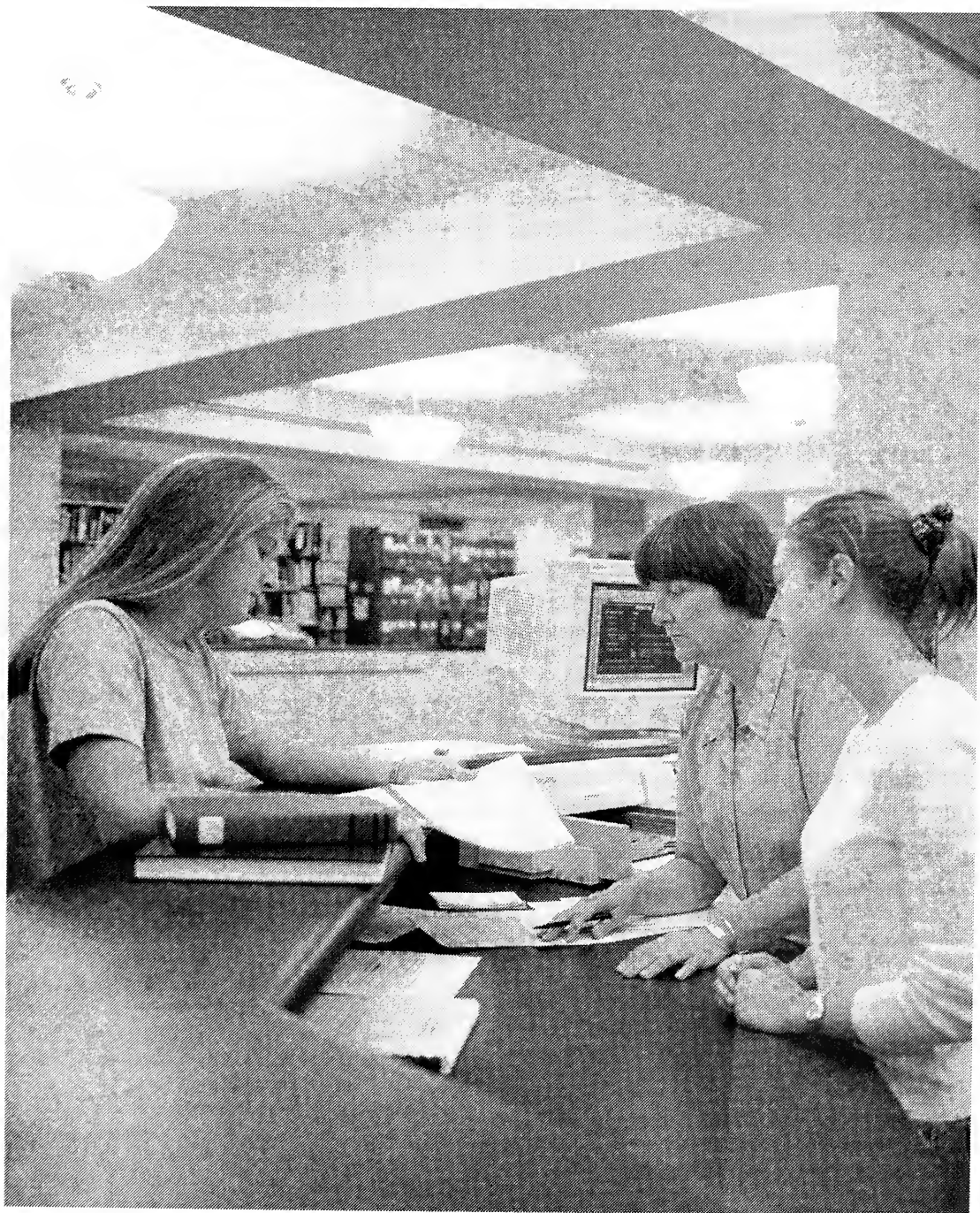
#### **SWK 405 SELECTED TOPICS IN SOCIAL WORK**

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, medical social work, child welfare, long term care of the aged, and social work in mental health settings.

3 hours

*Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or on appropriate faculty member to arrange for a special studies option.*

*Students may elect courses through the Cooperating Raleigh Colleges.*





## Meredith College

# A PROFILE, 1999-2000

### Character

Largest private, four-year college for women in the Southeast. Emphasis on the liberal arts. Founded by North Carolina Baptists; chartered in 1891.

### Student Body 1998-99

Total enrollment is 2,612. Undergraduate students include 2,127 degree candidates (51% campus residents, 49% commuting students) and 286 non-degree students taking credit courses. Graduate students include 142 degree candidates, 9 dietetic internship students, and 48 post-baccalaureate students taking credit courses. Students are from 30 states, the District of Columbia, and 19 foreign countries. Programs for degree-seeking adult students. Also, there were 1,002 registrations in continuing education courses.

### Campus

225 acres of land and tall oaks, set amidst the excitement and activities of a capital city and the Research Triangle Park, an area boasting over 90,000 college students. 1,200-seat amphitheater on lake site. Students reside in eight residence halls. Other facilities include the Carlyle Campbell Library (over 134,000 volumes, 43,200 microforms, 11,600 audio-visual materials, and 4,950 journal and newspaper subscriptions), music library, art galleries, research greenhouse, music practice rooms, 600-seat auditorium, theater, concert hall, student center, computer labs, child care lab, learning center, autism lab, astronomy observation deck, indoor swimming pool, fitness center, dance studio, lighted outdoor tennis courts, putting green and soccer field. A campus-wide network provides e-mail, Internet access, and ALIS (Library Computer System) access. Computers connected to campus network are in each residence hall and student center. Intranet is available for campus-network users.

### Academic Characteristics

Student-faculty ratio approximately 14:1. Average class size 19. 112 full-time and 149 part-time professors. 79% of full-time professors have earned doctoral degrees. 70% of full-time faculty is female, 30% is male. Approximately 84% of freshmen return for their sophomore year. Of the full-time, first time freshmen who entered in fall 1992, 58.7% graduated within four years; 66.7% within five years, and 68.8% within six years.

### Accreditation

Southern Association of Colleges and Schools, National Association of Schools of Music, Council on Social Work Education, North Carolina Department of Public Instruction, National Council for Accreditation of Teacher Education, Foundation for Interior Design Education and Research. Approved American Dietetic Association Plan V Program and accredited post-baccalaureate program.

### Recognition

*U.S. News & World Report* — 1999 Top 15 ranking among Southern Regional Colleges and Universities  
*Barron's* — Best Buys in College Education

### Degrees Offered

Bachelor of Arts, Bachelor of Music and Bachelor of Science. Also, Master of Business Administration, Master of Education, Master of Health Administration and Master of Music.

### Special Programs

Study abroad options include a summer program in Italy, the Czech Republic and England; plus a variety of semester and year-long travel opportunities throughout the world. Internships and Cooperative Education available in all areas of study. Honors and Teaching Fellows programs.

United Nations Semester, Washington, D.C. Semester, and New York City Semester. Pre-professional programs and teacher education offered. Cooperating Raleigh Colleges consortium allows students to take courses at the four other colleges and universities in Raleigh.

### **Community Involvement**

Meredith makes available the use of its facilities to off-campus groups. Over 100,000 people attend functions on the Meredith campus each year.

### **Career Preparation**

The College offers career planning seminars, vocational interest testing, experiential opportunities, information on graduate and professional schools, access to over 425 employers, and other services to help students develop a clear career path. A recent survey of new graduates indicated that within six months after graduation 98% of respondents seeking employment had found positions.

### **Financial Assistance**

Meredith expects to meet a high percentage of need through a combination of scholarships, grants, loans and work study. Music, art, interior design and academic scholarships available. Teaching Fellow and Baptist scholarships available for eligible NC students. In 1998-99, Meredith coordinated approximately \$12.2 million in financial assistance for 1,568 students.

### **Consumer Information**

Meredith is happy to provide students with information about financial assistance programs and policies, graduation and persistence statistics, and campus safety and security reports. Information may be requested from the Office of Admissions.

# COLLEGE DIRECTORY

## THE CORPORATION, 1999

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*Executive Vice President*

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LaROSE F. SPOONER

*Vice President for Marketing*

*(also serves as secretary)*

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*(also serves as assistant secretary)*

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G. EUGENE BOYCE

*General Counsel*

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Rockingham

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Wendell  
JEFF HOCKADAY  
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Winston-Salem  
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Garner  
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Raleigh  
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Wilmington  
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Boone  
PHIL KIRK  
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A.B., Meredith College.

DOROTHY J. SIZEMORE, A.M. (1980)

*Dean of Students*

A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)

*Professor of Business*

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

MARILYN M. STUBER, Ed.D. (1965)

*Professor of Human Environmental Sciences*

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

LESLIE W. SYRON, Ph.D. (1945)

*Professor of Sociology*

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)

*Assistant Professor of Mathematics*

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)

*Professor of Sociology*

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of

North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)

*Associate Professor of Art*

A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)

*Adjunct Instructor of Music*

A.B., Hons., London University; Elementary Certificate,  
Jacques-Dalcroze Institute through Carnegie-Mellon  
University.

BETTY JEAN YEAGER, A.B. (1948)

*Faculty Secretary*

A.B., Meredith College.

## ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

### — Office of the President

MAUREEN A. HARTFORD, Ed.D. (1999)

*President*

CAROLYN C. ROBINSON, A.B. (1958)

*College Historian*

SHARON H. WOODLIEF, A.B. (1972)

*Administrative Assistant*

### — Marketing

#### Office of the Vice President for Marketing

LaROSE F. SPOONER, Ed.D. (1967)

*Vice President*

CATHERYNE P. ALLEN (1998)

*Administrative Assistant*

#### Enrollment Planning and Institutional Research

SUE E. KEARNEY, A.M. (1966)

*Dean*

KATIE M. TORO, M.A. (1998)

*Research/Administrative Assistant*

## Admissions

CAROL R. KERCHEVAL, M.Ed. (1994)

*Director of Admissions*

GRETCHEN M. SOLOMON, M.Ed. (1991)

*Senior Associate Director of Admissions*

SHERA J. HUBE, M.Ed. (1997)

*Associate Director of Admissions*

MARIBETH C. CULLOM, A.B. (1989)

*Records Manager*

DIANNE G. PARKER, A.A. (1996)

*Administrative Secretary*

GLENDA J. HOFFMAN (1986)

*Recruitment Programs Assistant*

PHYLLIS R. MINCEY, M.R.E. (1988)

*Recruitment Programs Assistant*

WHITNEY ALDERSON (1996)

*Processing Assistant*

KAREN PRINCE (1997)

*Recruiting and Processing Assistant*

## Financial Assistance

PHILIP D. ROOF, B.S. (1995)

*Director*

CAROL J. SANDERSON (1990)

*Associate Director*

BETTY G. HARPER, B.S. (1994)

*Assistant Director*

GINI V. STELLE (1995)

*Financial Aid Officer*

JUDY L. THOMPSON (1998)

*Secretary*

## Marketing and Communications

JEANNIE S. MORELOCK, M.B.A. (1988)

*Director*

PATRICIA GWALTNEY, B.S.W. (1998)

*Manager of Graphic Design*

BETTY CRENSHAW, B.A. (1999)

*Graphic Designer*

BRANDI J.B. ORBIN, B.A. (1994)

*Assistant Director of Communications*

JoANNE M. COTA (1987)

*Office Manager*

— **Academics****Office of the Vice President for Academic Affairs**

To be announced

*Vice President for Academic Affairs*

ALLEN F. PAGE, Ph.D. (1973)

*Dean of Undergraduate Instruction*

ANNE E. PICKARD, A.A. (1974)

*Administrative Assistant*

NANCY BORNTAGER (1997)

*Departmental Assistant*

DOTTY LOU GANDY (1979)

*Departmental Assistant*

AMY KINNEY (1998)

*Departmental Assistant*

BARBARA McKAY (1997)

*Departmental Assistant*

JAXIE MORTON (1993)

*Departmental Assistant*

ALYCE PARKER-TOWNSEND (1986)

*Departmental Assistant*

PAULA QUINN (1997)

*Departmental Assistant*

JEANNETTE ROGERS (1998)

*Departmental Assistant*

BELINDA STYRON (1998)

*Departmental Assistant*

MARCEE TOLIVER (1998)

*Departmental Assistant*

RHONDA TOWNS (1997)

*Departmental Assistant*

ALYCE TURNER, A.B. (1993)

*Departmental Assistant*

SUSANN UPHAM (1995)

*Departmental Assistant**Records Secretary*

SHARON GALECKI, A.A.S. (1990)

*Records Secretary***Library**

JANET L. FREEMAN, M.L.S. (1984)

*Dean of Library Information Services*

EDWARD M. WALLER, M.S.L.S. (1986)

*Technical Services Librarian*

SUSAN SQUIRES, M.L.S. (1988)

*Reference Librarian*

JOHN W. KINCHELOE III, M.A. (1985)

*Media Specialist*

JEAN RICK, M.S. (1994)

*Reference Librarian*

CARRIE ALLEN NICHOLS, M.L.S. (1993)

*Catalog Librarian*

DIANA McCLUNG (1987)

*Circulation Supervisor*

JOE FERRARA, (1998)

*Cable Administrator*

ALICE McNEIL (1976)

*Library Assistant, Technical Services*

GERALDINE SARGENT (1978)

*Secretary*

MARGARET SEXTON (1975)

*Library Assistant, Technical Services*

C. RICHARD McBANE, JR. (1986)

*Library Assistant, Media Services*

CHRISTIE LEE (1990)

*Library Assistant, Circulation*

DONNA GARNER (1990)

*Library Assistant, Technical Services*

DIANNE ANDREWS, (1995)

*Library Assistant, Circulation***Office of the Registrar**

SUE TODD, A.B. (1968)

*Registrar*

BETSY STEWART, A.B. (1996)

*Associate Registrar*

NAN McADEN, M.S. (1998)

*Assistant Registrar*

PAM EDMISTON (1998)

**Continuing Education**

MARY S. JOHNSON, Ed.D. (1980)

*Dean of Continuing Education*

SANDRA C. CLOSE, A.B. (1986)

*Director, Undergraduate Degree Program for**Women Age 23+*

MARGARET CLARY, M.Ed. (1989)

*Associate Director, 23+ Program*

VANESSA BARNES, A.B. (1989)

*Associate Director, 23+ Program*

LeNELLE JONES, B.S. (1999)

*Assistant Director, 23+ Program*

PAULA O'BRIANT, B.S. (1994)

*Director, Community Programs*

KAREN SAMPSON (1996)

*Assistant, Community Programs*

E. PAGE POTTER, J.D. (1987)

*Director, Legal Assistants Program*

PEGGY ABERNATHY (1993)

*Program Assistant, 23+ Program*

SUSAN ILLINGWORTH (1995)

*Program Assistant, 23+ Program*

PAULA BROOME (1999)

*Receptionist/Office Assistant*

#### **Graduate Studies**

MARY S. JOHNSON, Ed.D. (1980)

*Dean of the John E. Weems Graduate School*

CARROL B. SNODGRASS (1987)

*Administrative Assistant*

KAREN GREENE, M.Ed. (1998)

*Graduate Coordinator*

HEATHER POLLARD, B.A. (1999)

*Graduate Recruiter*

#### **Campus Events**

MARTHA HARRELL, (1979)

*Coordinator*

SAVITA FARMAH, (1998)

*Office Assistant*

#### **Teaching Fellows Program**

ALMA LANE LEE, M.Ed. (1993)

*Director*

LINDA BOONE (1991)

*Assistant*

#### **Honors Program**

ELOISE GRATHWOHL, Ph.D. (1990)

*Director*

#### **International Studies**

BETTY WEBB, Ph.D. (1974)

*Director*

#### **Academic Computing**

RUTH ANN BALLA, M.S. (1987)

*Director*

#### **Capstone**

ROSEMARY HORNAK, Ph.D. (1977)

*Director*

#### **Academic Assessment**

ELIZABETH A. WEIR, Ed.D. (1988)

*Coordinator*

#### **Faculty Development**

MARY THOMAS, Ph.D. (1982)

*Director*

#### **Cooperating Raleigh Colleges**

ROSALIE P. GATES, Ph.D. (1981)

*Director*

#### **— Student Development**

#### **Office of the Vice President for Student Development**

JEAN JACKSON, Ph.D. (1983)

*Vice President*

MARY ANN BEAM, A.A. (1988)

*Assistant to the Division*

#### **Academic Advising Support Center**

To be named

*Director*



**Office of the Dean of Students**

ANN GLEASON, M.Ed. (1997)

*Dean*

STEPHANIE HARRIS, M.Ed. (1997)

*Director for Commuter Life and Special Services*CHRISTINA NUTTLE BUMGARDNER, M.Ed.  
(1994)*Director of First Year Experience*

CHARLENE J. GAINES, M.Ed. (1999)

*Director of Residence Life*

KELLY CONKLING, B.A. (1999)

*Residence Director*

REGINA MACK, B.A. (1999)

*Residence Director*

Other Residence Directors to be named.

**Office of the Campus Minister**

SAMUEL BANKS CAROTHERS, M.Div. (1982)

*Campus Minister*

PENNY ULMER (1993)

*Secretary***Career Center**

GORDON W. FOLGER, M.A. Ed. (1987)

*Director*

MARY BECK W. SUTTON, M.Ed. (1998)

*Assistant Director for Employer Relations & Cooperative  
Education*

ALLISON E. FINCH, M.Ed. (1998)

*Assistant Director for Career Development*

MARY ELLEN PHILEN, B.A. (1985)

*Office Manager*

ANN B. PHILLIPS (1989)

*Administrative Secretary***Student Activities and Leadership Development**

CHERYL S. JENKINS, M.Ed. (1991)

*Director*

DENA PRICE, M.A.Ed. (1998)

*Assistant Director*

MARGE KEYES (1991)

*Office Manager*

To Be Named

*Office Manager***Counseling Center**

BETH MEIER, M.A. (1993)

*Director*

To be named

*Assistant Director*

To be named

*Assistant Director*

To be named

*Counselor*

CAROLYN SWARTZ (1998)

*Office Manager***—Business and Finance****Office of the Executive Vice President**

CHARLES E. TAYLOR, JR., M.B.A. (1983)

*Executive Vice President*

DEE PERRY (1996)

*Administrative Assistant***Business and Finance Services**

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)

*Controller*

KAY MILLER (1992)

*Payroll Coordinator*

MARIPAT PLOCKI

*Personnel Coordinator***College Store**

MARY ANN REESE, B.S. (1984)

*Manager*

FRANCES GILLIS (1973)

*Merchandise Coordinator*

TERRA STEWART (1998)

*Textbook Manager*

### **Copy Center**

SHARON SMITH (1997)

*Manager*

CATHERINE ATWATER (1998)

*Copy Center Assistant*

### **Facilities Services**

GREGORY AHRENDSSEN, M.S.B.A. (1997)

*Facilities Manager*

PATTY BLACKWELL, B.A. (1996)

*CMMS Clerk*

JOHN WILSON, B.A. (1997)

*Materials Coordinator*

### **Maintenance**

DONALD SWAIN (1998)

*Maintenance Manager*

RICK HAGEN (1998)

*Maintenance Supervisor*

GEORGE ASHOO (1988)

JOE BROWN (1988)

KEN BUTLER (1996)

TOM EDMONDSON (1977)

GREGORY ALLEN JONES (1998)

JAMES JONES (1981)

DAVID A. McLEOD (1990)

KEITH POOLE (1995)

### **Grounds**

HARRY CADMAN, A.A.S. (1996)

*Grounds Manager*

DARNELL SMITH (1981)

*Grounds Supervisor*

V.C. MEDLIN, JR. (1981)

*Courier, Escort, Vehicle Maintenance*

GALDINO VEGA (1987)

ROBERTO AVILA (1992)

FRANCISCO HUERTA (1995)

FRANK LIVESAY, II (1997)

BENITO ROCHA (1994)

### **Housekeeping**

BOB MURPHY (1997)

*Housekeeping Manager*

CRAIG BRIDGES (1987)

*Housekeeping Supervisor*

WILLIAM COOPER (1986)

*Housekeeping Supervisor*

JUDY FOSTER (1995)

*Assistant Housekeeping Supervisor*

BARBARA ROBINSON (1984)

*Assistant Housekeeping Supervisor*

### **Housekeeping Staff**

CAROLYN ALEXANDER (1998)

CHERYL BROWN (1998)

CHRISTOPHER BUNCH (1995)

SYLVESTER CORNEY (1989)

MARILYN FLEMONS (1993)

DOUGLAS FULTON (1994)

EDNA GREGORY (1989)

MALCOM HOWARD (1998)

WILLIE HOWARD (1982)

REATHA JEFFERIES (1985)

MAGDELINE MONTAGUE (1998)

DUC VAN NGUYEN (1994)

EMMA PITTMAN (1993)

ANNIE RUTH SMITH (1981)

WILLIAM SPEARMAN (1994)

MARY ANN TUCK (1996)

OLA TUCK (1996)

REBECCA WITAKER (1998)

### **Food Services (ARA)**

THAD O'BRIANT (1990)

*Manager*

### **Post Office**

ALYSIA BRASWELL (1990)

*Postal Supervisor*

CECELIA MILLER (1988)

*Information Services Assistant*

WILLIE KING (1956)

*Postal Carrier*

### **Campus Police**

MICHAEL HOKE, M.S. (1995)

*Chief of Police*

BARBARA BAILEY (1997)

*Assistant Chief of Police*

### **Campus Police Officers**

REBECCA BASS (1998)

WAYNE COLLIER (1998)

KENNETH KURTZ, M.S. (1998)

EVERETT MEAD (1998)

HOLLY MURPHY (1998)

LISA ROBERTSON (1997)

CEDRIC VENABLE (1998)

RALPH WINESETT (1998)

JAMES WRIGHT (1997)

### **Security Officers**

DONALD APPLEFORD (1989)

SHERWOOD JONES (1974)

JEANETTE MCLEOD (1991)

JEAN TREVATHAN (1993)

### **Health Services**

RUTH PEARCE, R.N.-C (1980)

*Director*

ANNE SMITHSON, M.D. (1995)

*Physician*

MELINDA McLAIN, R.N.-C (1991)

*Nurse*

LORETTA PEARSON, R.N. (1992)

*Nurse*

### **Technology Services**

RUTH ANN BALLA, M.S. (1987)

*Manager*

DOUGLAS ALM, B.S. (1995)

*Network Systems Supervisor*

ARTHUR BARKER, B.S. (1999)

*Senior PC Technician*

TIM BARTLETT (1996)

*Technician*

JOYCE BRINKLEY (1998)

*Technology Assistant*

ANGELA GOUGE (1988)

*Database Administrator*

LORI HARE (1990)

*Coordinator, Technical Training*

VIRGINIA KEMP, A.S. (1982)

*Telecommunications Specialist*

KATHY KESTERSON, M.S. (1988)

*Programmer Analyst*

RON MITCHELL (1997)

*Network Specialist*

KAREN MOONEY M.B.A. (1994)

*Technical Trainer*

JOSH TATE (1997)

*PC Technician*

### **Information**

PHYLLIS FISH (1995)

*Switchboard Operator*

### **CamTel/CamCard**

MARY REED (1996)

### **—Institutional Advancement**

#### **Office of the Vice President for Institutional Advancement**

MURPHY M. OSBORNE, JR., Ed.D. (1988)

*Vice President*

JOYCE HINSON (1992)

*Administrative Assistant*

SUSAN SCOTT, B.A. (1996)

*Assistant/Receptionist*

GLENNIS DEBRA, B.A. (1998)

*Financial Records Assistant*

### Alumnae Relations

MARILYN L. JONES, B.S. (1999)

*Director of Alumnae Development*

CELESTE DEREY BROGDON, A.B. (1995)

*Director of Alumnae and Parent Relations*

EILEEN MIGDAL (1994)

*Assistant*

BECKY COBLE (1998)

*Assistant*

### Corporate and Major Gifts

DEBORAH-KAY HUGHES, B.A. (1998)

*Director*

JULIE BARNETT, B.A. (1998)

*Assistant*

### Grants and Program Development

ANITA GUNN SHIRLEY, B.A. (1997)

*Director*

JULIE BARNETT, B.A. (1998)

*Assistant*

### Planned Giving

HAROLD L. WEST, JR., B.A. (1991)

*Director*

JULIE BARNETT, B.A. (1998)

*Assistant*

### Church Relations

T. ROBERT MULLINAX, B.A., M. Div. (1999)

## CAMPUS DIRECTORY

**JOHNSON HALL**, NAMED IN MEMORY OF Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

**Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls** house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. Barefoot, Kilty Barefoot, and their family.

**Belk Dining Hall** is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk. The newly renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

**Fannie E.S. Heck Memorial Fountain** was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

**Harriet Mardre Wainwright Music Building** is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall**, named in honor of Mrs. Guy T. Carswell.

**Jones Hall**, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/the-

ater, a studio theater, and a writing lab. Jones Hall was first used in 1949.

**Cooper Organ**, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

**Shaw Fountain** is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

**Elva Bryan McIver Amphitheater**, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

**Jones Chapel**, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

**Estelle Johnson Salisbury Organ**, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

**Mae Grimmer Alumnae House** includes offices of the Alumnae Association and the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

**Cate Center** contains the 240-seat **Kresge Auditorium**, student activities offices, the college store, The Bee Hive Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

The **Noel House** is home for the Technology Services staff.

**Park Center**, completed in 1996, is connected to the Cate Center and houses the Department of Continuing Education and student development offices. It is named in

honor of Roy and Dorothy Park.

**Shearon Harris Building**, constructed in 1982, houses the Departments of Business and Economics and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

**Gaddy-Hamrick Art Center** is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography dark-rooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

**Ledford Hall**, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the Departments of Education, Psychology, and Sociology and Social Work.

**Joyner Hall** is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

**Carlyle Campbell Library** is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 153,000 volumes and 775-plus periodical subscriptions. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software. ALIS (Automated Library Information System) provides computerized access to the library's collections.

**Mary E. Yarbrough Building** for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

**Hunter Hall**, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, human environmental sciences, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

**Carroll Health Center and Residence Hall** was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The first floor of Carroll houses the

Health Center and the Counseling Center. The second floor is a residence hall.

**Ellen Brewer House**, a residence of the Department of Human Environmental Sciences, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

**Weatherspoon Physical Education-Dance Building**, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherspoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

**Massey House** is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

**Lemmon House** is available for visiting professors and certain official college guests. It is located across from the back gate of the College off Faircloth Street.

**The Faw Garden**, as well as the **Margaret Craig Martin**, **Cleo G. Perry**, and **Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

### Visitor Parking

Visitor Parking areas are located in the parking lot for the chapel and along the front drive and in front of the Park Center.

### LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, Raleigh, the home of Meredith College, is a growing capital city of approximately 261,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and

I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

### UNDERGRADUATE CALENDAR, 1999-2000

#### — Fall Semester

Arrival of new students .....	Sat., Aug. 14
Registration.....	Mon., Aug. 16
Freshman Register.....	Tue., Aug. 17
Classes begin .....	Wed., Aug. 18
Last day to drop a course without paying..	Tue., Aug. 24
Last day to add a course.....	Tue., Aug. 24
Labor Day Holiday—No classes held .....	Mon., Sep. 06
Last day to make grading changes .....	Wed., Sep. 15
Progress Reports due at 9:00 a.m.....	Fri., Oct. 08
Mid-Term .....	Tue., Oct. 05
Autumn recess begins at 5:00 p.m. ....	Fri., Oct. 08
Classes resume at 8:00 a.m. ....	Wed., Oct. 13
Last Day to withdraw from a class .....	Tue., Oct. 26
Thanksgiving recess begins end of class day.....	Tue., Nov. 23
Classes resume at 8:00 a.m. ....	Mon., Nov. 29
Last day of classes.....	Thu., Dec. 02
Reading day; music juries .....	Fri., Dec. 03
Final Examinations .....	Sat., Dec. 04-Tue., Dec. 14
Commencement.....	Sun., Dec. 12

**— Spring Semester**

Registration .....	Tue., Jan. 11
Classes begin .....	Wed., Jan. 12
Last day to drop a course without paying...Wed., Jan. 19	
Last day to add a course.....Wed., Jan. 19	
Holiday-Martin Luther King Day .....	Mon., Jan. 17
Last day to make grading changes .....	Wed., Feb. 09
Founders' Day .....	Mon., Feb. 21
Mid-Term.....	Wed., Mar. 01
Progress Reports due at 9:00 a.m. ....	Mon., Mar. 06
Spring recess begins at 5:00 p.m. ....	Fri., Mar. 10
Classes resume at 8:00 a.m.....	Mon., Mar. 20
Last day to withdraw from a course.....	Fri., Mar. 24
Easter recess begins at 5:30 p.m.....	Thu., Apr. 20
Classes resume at 8:00 a.m.....	Tue., Apr. 25
Last day of classes .....	Mon., May 01
Reading day; music juries .....	Tue., May 02
Final Examinations.....	Wed., May 03 - Fri., May 12
Commencement .....	Sun., May 14

**— Summer Calendar, 2000**

First six-week session begins .....	Mon., May 15
First six-week session ends .....	Thu., Jun. 22
First three-week session begins .....	Mon., May 29
First three-week session ends.....	Fri., Jun. 16
Second three-week session begins.....	Mon., Jun. 19
Second three-week session ends.....	Sat., Jul. 08
Second six-week session begins .....	Mon., Jun. 26
Second six-week session ends .....	Thu., Aug. 03
Third three-week session begins.....	Mon., Jul. 10
Third three-week session ends.....	Fri., Jul. 28
Opening day of class for 2000-2001	
Academic Year.....	Wed., Aug. 23
Commencement for December 2000.....	Sat., Dec. 10
Commencement for May 2001 .....	Sun., May 13

**CORRESPONDENCE AND VISITS**

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 760-8600.

The Meredith fax number is (919) 760-2828.

Information on Meredith is now available through the World-Wide Web at:

**[www.meredith.edu](http://www.meredith.edu)**

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

**Academic Records**

Office of the Registrar, 760-8593

**Admissions**

Office of Admissions, 760-8581 or  
1-800-MEREDITH

**Adult Student Information**

Office of Continuing Education, 760-8353

**Alumnae Matters**

Office of Alumnae Affairs, 760-8548

**Athletics**

Department of Health, Physical Education,  
and Dance, 760-8546

**Catalogue Requests**

Office of Admissions, 760-8581

**Community Educational Services**

Office of Continuing Education, 760-8353

**Educational Programs**

Dean of Undergraduate Instruction, 760-8514

**Expenses**

Vice President for Business and Finance, 760-8516

**Financial Assistance**

Office of Financial Assistance, 760-8565  
or 1-800-MEREDITH

**Graduate Employment**

Meredith Career Center, 760-8341

**Housing Matters**

Director of Residence Life and Housing, 760-8633

**Institutional Research**

Office of Enrollment Planning and Institutional  
Research, 760-2364

**News Items/Publications**

Office of Marketing and Communications, 760-8455

**Parents Association**

Office of Alumnae Affairs, 760-8548

**Student Employment**

Office of Financial Assistance, 760-8565  
or 1-800-MEREDITH

**Student Interests**

Office of the Dean of Students, 760-8521

**Student Reports**

Office of the Registrar, 760-8593

**Summer School**

Office of the Registrar, 760-8593

**Transcripts**

Office of the Registrar, 760-8593

**Vocational Testing**

Meredith Career Center, 760-8341

**ENROLLMENT FOR 1998-1999**

**Total Summer Enrollment, 1998** 1,483

**Unduplicated Summer Enrollment, 1998** 973

**Undergraduate Students, Fall 1998**

Degree Candidates for Bachelor of Arts, Bachelor of  
Science, and Bachelor of Music.....2,127

Non-degree Students .....286

Teacher Licensure Program.....99

Second Major .....19

Cooperating Raleigh Colleges .....123

Other.....45

**Total Students in Undergraduate Credit Courses...2,413**

**Graduate Students, Fall 1998**

Degree Candidates for Master of Business Admin-  
istration, Master of Education, Master of Health  
Administration, and Master of Music .....142

Non-degree Students .....57

Dietetic Internship Program Students.....9

Post-Baccalaureate Students .....48

**Total Students in Graduate-level Courses .....199**

**Total Degree Candidates, Fall 1998.....2,269**

**Total Non-Degree Students, Fall 1998 .....343**

**Total Enrollment for Credit, Fall 1998.....2,612**

**Registrations in Non-Credit Programs,**

**Fall 1998.....1,002**

*Continuing Education*

Legal Assistants Program.....35

Enrichment Courses .....200

Audit Courses .....49

Children and Teens .....42

Women's Leadership Certificate Program .....19

*Music*

Preparatory .....539

Chorus/Chorale .....118

**Geographic Distribution of Students in Credit Courses:**

Alabama.....2

Arizona .....1

Arkansas .....1

California .....2

Colorado .....2

Connecticut.....2

Delaware.....2

District of Columbia.....2

Florida .....13

Georgia.....10

Illinois .....2

Indiana .....1

Louisiana .....1

Maryland .....8

Massachusetts .....2

Michigan .....1

Mississippi .....1

Montana.....1

New Hampshire .....2

New York .....4

North Carolina .....2,330

Ohio .....3

Oregon .....1

Pennsylvania .....4

South Carolina .....16

Tennessee .....1

Texas .....3

Vermont .....1

Virginia .....150

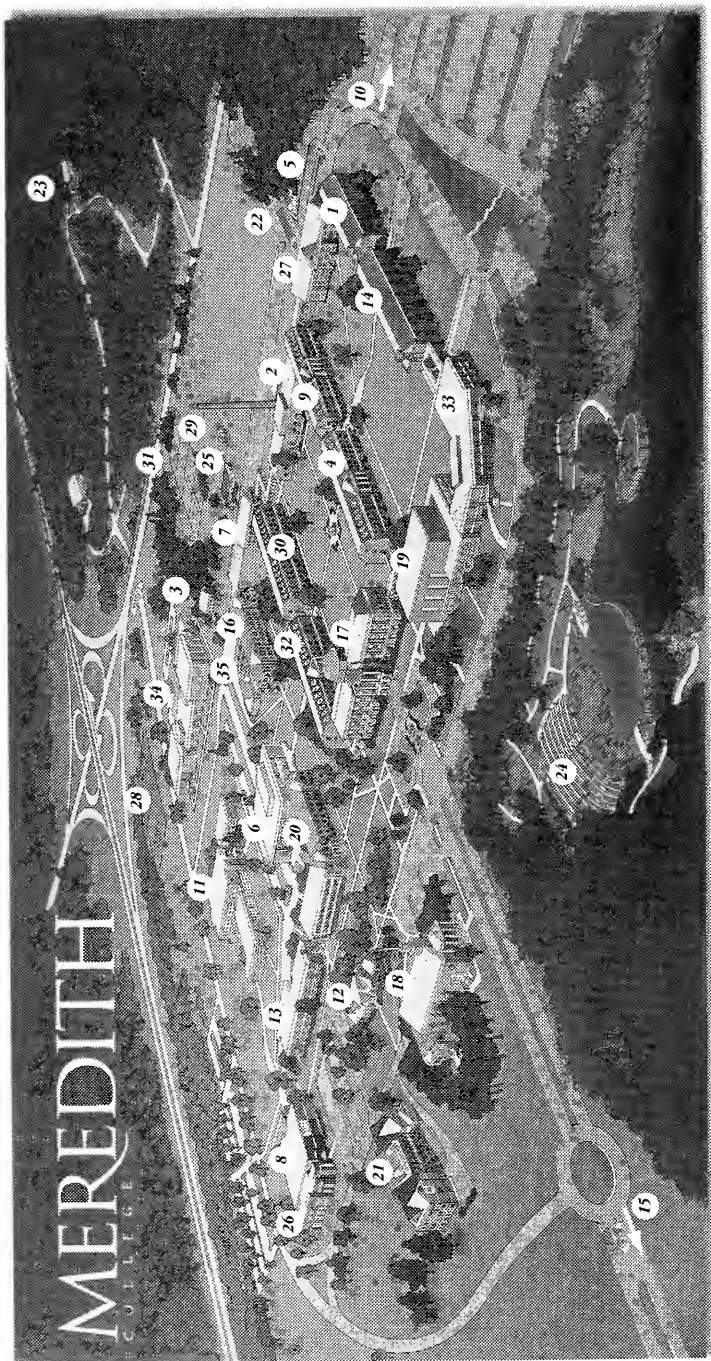
West Virginia .....2

Wisconsin .....1

Foreign Countries (19) .....40

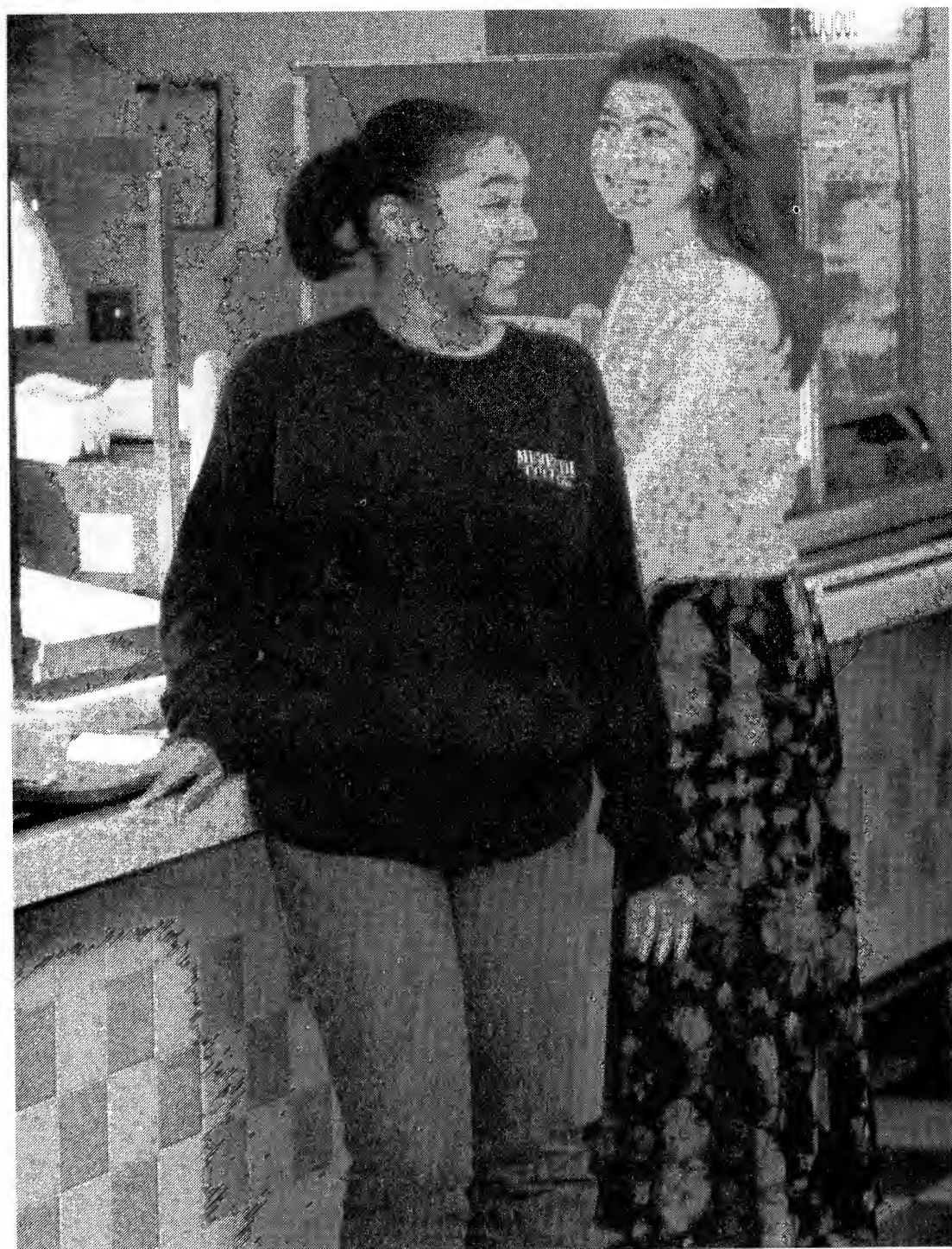
**TOTAL.....2,612**





## Campus Map

- |   |  |  |
|---|--|--|
| 1. Barefoot Residence Hall  | 14. Helman Residence Hall  | 25. Noel House (Technology Services)   |
| 2. Belk Dining Hall (Wainwright Conference Suite)                     | <b>15. Hillsborough Street Entrance</b>  | 26. Park Center (Continuing Education, The John E. Weems Graduate School, Student Development Offices) |
| 3. Brewer House (Infant Care Teaching Lab)                            | 16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)                           | 27. Potomac Residence Hall   |
| 4. Brewer Residence Hall  | 17. Johnson Hall (Administration)  | 28. Soccer Field, Driving Range  |
| 5. Campus Police  | 18. Jones Chapel   | 29. Softball Field   |
| 6. Carlyle Campbell Library   | 19. Jones Hall (Auditorium; Studio Theater; Music, Speech & Theatre; Writing Center)         | 30. Stimpfield Residence Hall  |
| 7. Carroll Health Center & Residence Hall                             | 20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy) | 31. Tennis Courts  |
| 8. Cate Student Center (Kresge Auditorium, Student Activities Center) | 21. Ledford Hall (Psychology, Education, Sociology & Social Work)                            | 32. Van Residence Hall   |
| 9. Faircloth Residence Hall   | 22. Maintenance Shop   | 33. Wainwright Music Building (Carswell Concert Hall)  |
| <b>10. Faircloth Street Entrance</b>                                  | 23. Massey House (President's Residence)   | 34. Weatherspoon Physical Education, Dance Building, Pool  |
| 11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)           | 24. McIver Amphitheater & Meredith Lake  | 35. Yarbrough Research Center  |
| 12. Grimmer Alumnae House   |  |  |
| 13. Harris Building (Business, Mathematics, Computer Science)         |  |  |



# INDEX

## A

Academics, 47-62  
 Academic Calendar, 210-211  
 Academic Planning and Advising, 56-57  
 Academic Recognition, 60  
 Academic Scholarships, 29  
 Accounting, Major in, 84  
 Accreditation, 9-10  
 Achievement in Mathematics Scholarship, 31  
 Achievement in Writing Scholarship, 31  
 Acteen Studiact Scholarships, 32  
 Adjunct Faculty, 1998-99, 193-200  
 Administration, Directory of, 202-208  
 Admission, 15-23  
     Administration, 22  
     Condition of, 22  
     Early, 17  
     Early Decision Plan, 17  
     Faculty, 22  
     Freshman Traditional, 15-18  
     International Students, 20  
     Non-Degree, 21  
     Part-time, 21  
     Post-Baccalaureate, 22  
     23+ Program, 19  
     Re-admission, 20  
     Staff, 22  
     Summer Session, 23  
     Transfer Traditional, 18-19  
 Adult Students, 19  
 Advanced Placement, 22, 57  
 Advisers, Academic, 43, 56  
 Alumnae Association Officers, 187  
 American Association of Colleges, 10  
 American Association of Colleges for Teacher Education, 10  
 American Association of University Women, 10  
 American Civilization, Major in, 130  
 American Dietetic Association, 10  
 American University, 11, 55  
 Angers, France, Semester in, 55  
 Art, Department of, 68-74  
     Curriculum, 71-74  
     Fees, 25  
 Art Education, 70  
 Art History, 70  
 Art Scholarships, 30  
 Art Program in Italy, 54  
 Assistance, Financial, 27-37  
 Astrotekton Society, 44  
 Athletics, Intercollegiate, 42, 128  
 Attendance, Class, 57  
 Auditing Courses, 57

## B

Bachelor of Arts Degree, 47  
 Bachelor of Music Degree, 49, 151-156  
 Bachelor of Science Degree, 47  
 Baptist Female University, 9  
 Bible School Transfers, 19, 59  
 Biology and Health Sciences, Department of, 74-82  
     Curriculum, 79-82  
 Board of Associates, 185-186  
 Board of Trustees, 183-184  
 Business Administration, Major in, 84  
 Business and Economics, Department of, 83-90  
     Curriculum, 86-90  
 Business School Transfers, 19, 59

## C

Calendar, Academic, 210-211  
 Campus Directory, 208-212  
 Campus Employment, 36  
 Campus, Location of, 210  
 Campus Map, 213  
 Capstone Studies, 48, 66  
 Career Center, 43  
 Career Direction, 12, 51-52  
 Career Studies, 68  
 Catalogue, Choice of, 47  
 Center for Women in the Arts, 67  
 Certificate Programs, 53  
     Legal Assistants, 53  
 Chemistry and Physical Science, Department of, 90-93  
     Curriculum, 91-93  
 Child Development, 135  
 China, Study in, 55  
 Classification, Student, 60  
 Class Schedule, Changes in, 57  
 Clothing and Fashion Merchandising, 135  
 College Directory, 183-208  
 Communications, Professional, 51, 110  
 Community Programs, 52-53  
 Commuter Students, 25, 43  
     Fees, 25  
 Competitive Scholarships, 29-32  
 Computer Services, 43  
 Condition of Admission, 22  
 Continuing Education, 12, 52-53  
 Continuing Education Units (CEUs), 53  
 Contract Majors, 49  
 Contractual Agreement, 27  
 Contractual Scholarships, NC, 33  
 Convocation, 52  
 Cooperative Education, 54  
 Cooperating Raleigh Colleges, 54  
 Corporation Officers, 183  
 Correspondence Credit, 55

## Correspondence Directory, 211

## Costs

- Commuter Students, 25
- Resident Students, 25

## Council on Social Work Education, 10

## Counseling, 43-44

- Academic Advising, 43
- Career Planning, 43
- Freshman Seminar, 44
- Personal, 44

## Counseling Center, 44

## Course Load, 56

## Courses of Study, 65-179

## Credit

- Advanced Placement, 22, 57
- Correspondence, 55
- Evaluation of, 22
- Extra-Institutional, 23, 59
- Music, 59
- Old, 59
- Physical Education and Dance, 59
- Residence, 58
- Technical, Business, Bible and Nursing Schools, 59
- Transfer, 58
- Visitation, 55

## Credit Regulations, 57-59

## Criminal Justice, 13, 51, 131

## Cultural Activities, 39-40

## D

## Dance, Health, and Physical Education Curriculum, 123-129

## Dance, Major in, 120

- Licensure, 121

## Dean's List, 60

## Degree Programs, 47-49

- Requirements, 47-49

## Degrees, List of, 63

## Deferred Payment Plan, 26

## Drew University, 11, 55

## E

## Early Admission, 17

## Early Decision Plan, 17

## Economics, Major in, 85

- Curriculum, 87

## Education, Department of, 94-109

- Programs, 94-107
- Curriculum, 107-109
- Fees, 25

- Licensure and Endorsement, 95

## Elementary Teacher Education Program, 96-97

## Employment, Campus, 36

## Endowed Scholarships and Loans, 33-35

## England, Abroad in, 54

## English, Department of, 110-112

- Curriculum, 110-112

## Enrollment, 1998-99, 212

## Environmental Science, 77

## Expenses, 25-26

## F

## Faculty

- Degrees of, 11
- Directory of, 188-202
- Adjunct, 193-200
- Emeriti, 200-202
- Full-time, 188-193

## Family and Consumer Sciences, 136

## Fashion Merchandising, Clothing and, 135

## Federal Assistance Programs, 36

## Fees, 25-26

- Payment of, 26

- Special, 26

## Financial Assistance, 27-37

- Application Procedure, 28

- Finances, 25-37

- Awards, 28-29

- Students' Rights and Responsibilities, 29

## Foods and Nutrition, 136

## Foreign Languages, Department of, 113-118

- Curriculum, 113-118

## Former Students, Re-Admission of, 20

## French, 113

## Freshman Classification, 60

## Freshman Seminar, 44

## Freshman Year, 56

## G

## General Education Requirements, 48

## General Scholarships, 33

## Geography, 93

## German, 115

## Government, Student Association, 40-41

## Grading System, 59-61

## Graduate Programs, 12

## Graduate Examinations, 57

## Graduate School, The John E. Weems, 12

## Graduation, 56

- With Distinction, 60

## Graphic Design, 70

## Group Study, 65

## Guaranteed Student Loan, See Stafford Loan Program

## H

## Handbook, Student, 39

## Harris Scholarships, 29

## Health Care, 43

## Health Center, 43

## Health, Physical Education, and Dance, Department of, 119-129

- Curriculum, 123-129

## Health Record, 16

## Health Sciences, 75

## Heritage of Meredith, 9

## History and Politics, Department of, 130-134

- Curriculum, 131-134

## Honorary Societies, 45

## Honors Curriculum, 50-51

## Honors Program, 11, 50-51

## Honors, Student, 40

## Honor System, 40

## Housing, 42

Human Environmental Sciences, Department of, 135-141  
Curriculum, 137-141

## I

Incentive Grants, 37  
Individualized Study, 11-12  
Individualized Options, 53-54  
Intercollegiate Athletics, 42  
Interdisciplinary Studies, 65  
Interior Design, 136  
Scholarship, 29  
International Visitors, 21  
International Business, Major in, 85  
International Students, 20  
International Studies, 54-55  
Interview, 16  
Italy, Abroad in, 54  
Art Program in, 54

## J

Junior Classification, 60  
Junior Year, 56

## K

Kappa Nu Sigma, 40

## L

Latin, 116  
Legal Assistants Program, 12, 53, 134  
Learning Center, 55  
Leave of Absence, 20, 27  
Location, Campus, 210  
London, Meredith Abroad in, 54

## M

Madrid, Spain, Semester in, 55  
Majors, 48-49  
Contract, 49  
List of, 63  
Requirements, 48  
Map, Campus, 213  
Marymount Manhattan College, 11, 55  
Master of Business Administration Degree, 11, 85  
Master of Education Degree, 11, 94  
Master of Health Administration, 11  
Master of Music Degree, 11, 154  
Mathematics Achievement Scholarship, 31  
Mathematics and Computer Science, Department of, 142-149  
Curriculum, 144-149  
Meredith Abroad, 11, 54  
Middle Grades Teacher Education, 97-99  
Minors, 49  
Missionary Allowance, 32  
Music, Applied, Fees, 25  
Music Auditions, 30  
Music Credit, 59  
Music Scholarships, 30  
Music, Speech, and Theatre, Department of, 150-168  
Curriculum, 156-163, 164-165, 167-168

## N

National Association of Schools of Music, 10  
National Collegiate Athletic Association, 10, 42  
Non-Degree Students, 21  
Nondiscriminatory Policy, 10  
NC Association of Colleges for Teacher Education, 10  
NC Contractual Scholarships, 33  
NC Department of Public Instruction, 10  
NC Legislative Tuition Grants, 26, 36  
NC Student Incentive Grants, 37  
NC Teaching Fellow Awards, 32  
Nursing School Transfers, 13, 19, 59  
Nursing Transfer Curriculum, 13, 51

## O

Occupational Teacher Education, 101-102  
Officers, Alumnae Association, 187  
Officers, Board of Trustees, 183  
Officers, Corporation, 183  
Official Withdrawal, 27, 62  
Organizations, Student, 41  
Orientation, 23, 39  
Out-of-State Programs, 37

## P

Part-time Students, 21  
Pass/Fail Policies, 60  
Payments  
Contractual Agreement, 27  
Deferred, 26  
Payment Schedules, 26  
Payment Terms, 26-27  
PELL Grant, 36  
Perkins Loan, 36  
Personal Counseling, 44  
Philaretian Society, 41  
Physical Education and Dance Credit, 59  
Physical Education Fees, 25  
Planning, Academic, 56-57  
Politics and History Curriculum, 131-134  
Pre-Professional Preparation, 51  
Pre-Professional Studies, 12  
Presidents of Meredith, 9  
President's Message, 7  
Probation, Academic, 61  
Professional Communications, 51, 110  
Psychology, Department of, 169-171  
Curriculum, 169-171  
Publications, Student, 41  
Public Instruction, Department of, 10  
Purpose and Overview, 9-13

## Q

Quality Point Ratio, 60

## R

Re-Admission of Former Students, 20  
Recommendations, of Admission, 16  
Recreation, 42

Records, 61  
 Registration, 22, 61  
 Regulations, Credit, 57-59  
 Regulations, Student, 41  
 Religion and Philosophy, Department of, 171-173  
     Curriculum, 172-173  
 Religious Life, 41  
 Repetition of Courses, 57  
 Residence Credit Requirements, 58  
 Responsibilities, Student, 40  
 Retention, 61

## S

Schedule, Changes in Class, 57  
 Scholarships  
     Competitive, 29-33  
     Endowed, 33-35  
     General, 33  
 Scholastic Assessment Test, 16  
 School Social Work, 102  
 Second Baccalaureate Degree, 49  
 Secondary Teacher Education, 99  
 Secondary School Record, 15-16  
 Senior Classification, 60  
 Senior Scholars Program, 22  
 Senior Year, 56  
 Silver Shield, 40  
 Social Activities, 39-40  
 Social Work  
     Curriculum, 178-179  
     Fees, 26  
     Requirements for a major, 175  
 Societies, 41  
 Sociology and Social Work, Department of, 174-179  
     Curriculum, 175-179  
 Sophomore Classification, 60  
 Sophomore Year, 56  
 Southern Association of Colleges and Schools, 9-10  
 Spain, Semester in Madrid, 55  
 Spanish, 113, 116-118  
 Special Fees, 26  
 Special Studies, 53, 65  
 Special Subject Areas, Teacher Education, 103-107  
 Speech, Theatre, and Music Curriculum, 156-168  
 Sports, Intercollegiate, 128  
 Stafford Loan Program, 36  
     Subsidized, 36  
     Unsubsidized, 36  
 Student Government Association, 40  
 Student Handbook, 39  
 Student Life, 10, 39-45  
     Commuter, 43  
 Student Life Committee, 41  
 Student Organizations, 41  
 Student Publications, 41  
 Student Regulations, 41  
 Student Responsibilities, 29, 40  
 Student Societies, 41  
 Studies  
     Abroad, 11, 54-55  
     Capstone, 48, 66  
     Career, 68  
     Individualized, 11, 53-54

Interdisciplinary, 65  
 International, 54-55  
 Pre-Professional, 12  
 Summer, 54  
 Women's, 68

Studio Art, 69  
 Summer Session, 23  
 Summer Study, 56  
 Supplemental Educational Opportunity Grants, 36  
 Supplemental Loans, 36  
 Suspension, 61

## T

Teacher Education, 12, 52, 94-109  
     Committee, 12  
     Elementary, 96-97  
     Middle Grades, 97-99  
     Occupational, 101-102  
     Secondary, 99-101  
     School Social Worker, 102-103  
     Special Subject Areas, 103-107  
 Teacher Licensure Renewal, 21  
 Teaching Fellows  
     NC Awards, 32  
     Program, 13, 52  
 Technical School Transfers, 19, 59  
 Terms of Payment, 26-27  
 Theatre, Music, and Speech Curriculum, 156-168  
 Transfer Admission, 18-19  
     Requirements, 18  
 Transfer Credit, 58  
 Transcripts, 61  
 Trustees, 183-184  
 Tuition, 25

## U

Undergraduate Academic Calendar, 210-211  
 Undergraduate Degree Programs for Women Age 23+, 19, 52

## V

Veterans' Benefits, 37  
 Visitation Credit, 55  
 Visiting Students, 21  
 Visits to the Campus, 211  
 Vocational Rehabilitation, 37

## W

Washington Center, the, 55  
 Weems, The John E. Graduate School, 12  
 Withdrawals, 27, 62  
 Women's Studies, 68  
 Work-Study Programs, 36  
 Worship Services, 41  
 Writing Achievement Scholarship, 31

NOTES:

NOTES:



NOTES:

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COLLEGE

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